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ABSTRACT

Statistical data on Connecticut education for various years from 1971 to 1981 are presented in 89 tables, each with an accompanying chart or graph illustrating changes. The information is divided into five sections: (1) the financial context of education in Connecticut, including state, federal, and local expenditures, town wealth and tax rates, and concentration of minority students; (2) enrollment in public and private schools, in programs offering compensatory, special, vocational, and adult education, and in programs for gifted, bilingual, and college-bound students; (3) student achievement and outcomes, covering students' standardized test results and post-high-school activities; (4) school staff statistics, including staff age, ethnic group, sex, salaries, and experience, as well as student-teacher ratios, future teacher supply and demand, and the condition of the teacher retirement system; and (5) public school expenditure per pupil in terms of educational programs, administrative costs, student services, instructional materials, and school maintenance. (PGD)

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CONNECTICUT PUBLIC SCHOOLS

CONDITION OF EDUCATION 1980-81

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VOLUME 3
TRENDS AND PERSPECTIVES

EA 015 430

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CONNECTICUT PUBLIC SCHOOLS

CONDITION OF EDUCATION 1980-81

ELEMENTARY AND SECONDARY

VOLUME 3
TRENDS AND PERSPECTIVES

ANNUAL REPORT SERIES BRPE-82-11

STATE OF CONNECTICUT BOARD OF EDUCATION - 1982

STATE OF CONNECTICUT

STATE BOARD OF EDUCATION

FOREWORD

Trends and Perspectives, the third volume in the three-part series on the Condition of Education in Connecticut, published annually, contains data that is critical to good decision making for our public schools. We offer it as a resource to educators, legislators, parents and to everyone concerned with learning.

Each year our researchers look at trends that are continuing, accelerating or changing direction, and they try to spot new trends that may be developing. The charts and graphs allow us to compare statistics for recent years with the previous ten years. We see the decline in enrollments, for example, and the shift that is taking place in the balance of federal, state and local funding for elementary and secondary education. Information such as this gives us a clearer perspective on what is happening in education in the state and helps us to see events in Connecticut in relation to the rest of the nation.

I urge you to study Trends and Perspectives and to refer to it often as you plan for the present and the future.

Mark R. Shedd
Commissioner of Education

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HIGHLIGHTS

HIGHLIGHTS

1. Providing Students a Suitable Education Program

Goal One of the State Board of Education states that they will "ensure the adequate and equitable funding of school programs; and protect the legal right of each student for equal opportunity to a suitable program of educational experiences." To meet the special needs of Connecticut's students several programs have been established. Compensatory education programs started in 1965 - 66, gifted and talented programs in 1967 - 68, and bilingual programs in 1978 - 79. Generally, enrollment in and funding for these programs has increased despite the overall decline in enrollment.

- Public school Fall enrollment of 548,826 in 1980 was over 127,000 below its 1971 peak and is expected to decline further by over 100,000 students by 1989 (see Table 2.02).
- Between 1971 and 1980 prekindergarten enrollment in the public schools grew 78.4% from 2,450 to 4,371. The 47 districts offering programs was 24 more than in 1971 but 3 less than in 1979 (see Table 2.03).
- In the past ten years enrollment in compensatory education programs has grown from 46,361 to 55,730. In 1980, 10.4% of the local public school children were served by these programs. In the past ten years state and federal funding has increased 73% from $18.14 million to $31.44 million (see Tables 1.07 and 2.04).
- In 1980 there were 73,251 children in special education programs, 19.7% more than in 1977 - 78. Over 13% of local public school children were served by these programs. State support for these programs has increased from $22.7 million in 1972 - 73 to $67.6 million in 1980 - 81 (see Tables 1.05, 2.05 and 2.06).
- Programs available for gifted and talented students have increased from 31 in 1971 - 72 to 155 in 1980 - 81 (see Table 2.07).
- In 1980 there were 9,600 students eligible under C.G.S. 10-17f for state funded bilingual education programs. This was 2,000 fewer than in 1978. A new program in Vietnamese was established. State funding grew from an initial allocation of $1.3 million in 1977 - 78 to $1.5 million in 1980 - 81 (see Tables 1.05 and 2.08).
- Fall enrollment in the seventeen state vocational - technical schools rose 44.5% from 9,082 to 13,125 between 1971 and 1980. Connecticut spent $30.4 million to operate these schools in 1980 - 81 (see Tables 1.04 and 2.09).

2. School Finance Reform

Historically, local governments in Connecticut have paid a major portion of the expenditures for education. Disparities in towns' wealth have resulted in inequalities in the amount of money that they are able to raise for education. Despite greater tax efforts, poor towns are able to raise less funds than wealthy towns. The state expenditures, until 1979 based primarily upon a flat grant per pupil, did little to ameliorate these inequalities. In the 1977 Horton vs. Meskill decision, the Connecticut Supreme Court found that the inequity generated by the heavy reliance on local property taxes was unconstitutional. In 1979 the General Assembly enacted school finance reform legislation, C.G.S. 10-262c, that repealed the flat grant per pupil formula and replaced it with an equity - based model. This model accounts for a town's wealth, tax effort for education, and student need in determining the state aid. Over time this model will: 1) reduce the disparity among towns' expenditures per pupil by imposing a minimum expenditure requirement on low - spending districts; 2) reduce the disparity in school tax rates; and 3) increase the state's share of education expenditures. Because of the formula's complexity and dynamic nature, the General Assembly in 1980 mandated that the State Board of Education establish an Equity Study Committee to review and appraise the state's effort to ensure equal educational opportunity and to recommend refinements or revisions in the current formula.

- In 1979 - 80 the State of Connecticut was estimated to provide 31.5% of school revenues, ranking it 45th in the country. Nationally, states provide an average of 48.8% of school revenues (see Table 1.01).
- Between 1971 - 72 and 1980 - 81 the State Board of Education's expenditures doubled from $221.3 million to $442.8 million but failed to keep pace with inflation. In inflation - adjusted dollars the Board spent in 1980 - 81 the same amount as in 1973 - 74 (see Table 1.03).
- The $85.7 million in federal grants passed through the State Department of Education in 1980 - 81 was 7.6% above the prior year and 129% above the 1974 - 75 level (see Table 1.06).
- Net Current expenditures of the towns in 1980 - 81 ranged from $1,573 to $3,359 per pupil (see Table 1.09).
- Selected examples of the range of expenditures per pupil among the 165 school districts include: 1) Total, $1,532 to $3,501; 2) regular programs, $716 to $1,755; 3) media, $0 to $181.95; 4) instructional supplies, $17.88 to $123.93; and 5) textbooks, $5.80 to $96.77 (see Tables 5.04, 5.05, 5.07, 5.14 and 5.15).
- Declining enrollment caused the Assistance to Towns for Educational Purposes grant to drop from $164.5 million in 1974 - 75 to $150.7 million in 1978 - 79. It was replaced in 1979 - 80 by the equity - based GTB grant (see Tables 1.05 and 2.01).
- The Educational Equalization Grant (GTB) was initially funded at $6.8 million in 1975 - 76, rose to $220.5 million in 1979 - 80, the year it became the primary grant for state aid to towns, and was $272.8 million in 1980 - 81 (see Table 2.04 and 2.05).
- In 1980 - 81 the state share of the local net current expenditures was 27.9%, the highest level in the past ten years. Since the GTB became the primary state grant in 1979 - 80 the percentage state support is up 4 percentage points (see Table 1.08).

3. Student Achievement

Data on student achievement in Connecticut are available from four sources: 1) the Connecticut Assessment of Educational Progress (CAEP); 2) the Educational Evaluation and Remedial Assistance (EERA) program; 3) the College Entrance Examination Board's (CEEB) testing program; and 4) the Connecticut State Department of Education's graduate follow - up surveys. Annually, the CAEP program assesses performance of a sample of public school 4th, 8th, and 11th graders in at least one subject area. These data can be compared to national and northeastern averages to put them in perspective. One component of the EERA program is a statewide proficiency examination in writing, reading, language arts and mathematics administered to all public school ninth graders. EERA scores are expressed as averages and the percentage of students above a statewide level of expected performance (SLOEP) on each test. The CEEB provides statewide summary data for public and non - public college - bound seniors. These include Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) results for high school juniors, and Scholastic Aptitude Test (SAT) results, courses taken and students' educational goals for college - bound seniors. The graduate follow - up reports provide data on October activities of June graduates of public and nonpublic schools and February activities of vocational - technical school graduates. Data from these sources revealed generally a positive set of results on the achievement of students in Connecticut in 1980 - 81.

- On the 1980 - 81 CAEP Art Assessment Connecticut Students scored above the national and northeast averages in grades 4, 8 and 11 (see Table 3.01).
- On the 1980 - 81 CAEP Music Assessment Connecticut students scored above the national and northeast averages in grades 4 and 11 but below them in grade 8 (see Table 3.01).
- The mean national percentile ranks of Connecticut students on standardized achievement tests administered by the local districts in grades 2 - 8 in 1979 - 80 ranged from 59 to 71, well above the national mean of 50 (see Table 3.02).

- On the October 1980 statewide ninth grade proficiency test, 74.6% were above the state standard in mathematics, 90.8% in language arts, 87.6% in writing and 91.4% in reading (see Table 3.05).
- The verbal average on the College Board's PSAT/NMSQT given to high school juniors in 1981 was the highest level in 8 years and the mathematics average was exceeded only once in the past 8 years. Both were above the national averages (see Table 3.06).
- The 1980 - 81 verbal SAT average in Connecticut was 430, six points above the national average, but 32 points below the 1971 - 72 state average. The state's mathematic's SAT average of 463 was 3 points below the national average and 21 points lower than the state average in 1971 - 72 (see Table 3.07).
- In 1980 - 81 Connecticut's college - bound seniors averaged 42.6 on the College Board's Test of Standard Written English. This was 0.4 points above the national average but 1.6 points below the state average in 1974 - 75 (see Table 3.08).
- The 62.8% of the local public high school graduates continuing their education in 1980 was the highest level since the Vietnam War year of 1971. Since 1972 the percentage attending 4 - year colleges has risen steadily to 42.8%, the highest level ever recorded (see Table 3.10).
- 76% of the local public high school graduates available to enter the work force in 1980 were employed. This was the highest level since 1973 (see Table 3.12).
- 66.7% of the June 1980 graduates were employed in occupation related to their training in February 1981. This level was about average for the 1971 to 1980 period (see Table 3.14).
- 74.7% of the cohort of ninth graders were graduated in June 1980. Over 12,700 students of the 1976 ninth grade class dropped out, transferred, were retained, were graduated early or died by June 1980 (see Table 3.15).
- The number of residents passing the General Educational Development (GED) test rose 85% from 2,634 in 1971 to 4,863 in 1980 (see Table 3.16).
- In 1980 - 81 almost 2,400 Adult Basic Education students earned a high school equivalency diploma by passing the GED test. This was the highest level ever recorded and more than double the prior year (see Table 3.17).

4. Teacher Supply and Demand

Even as the total number of certified staff is declining and some teachers are being laid off, there are indications of a shortage of teachers in selected subject areas. It is becoming more difficult to find quality applicants in mathematics, the sciences, speech and hearing and industrial arts. Reports of mathematics and science courses being taught by fulltime substitutes or by teachers not fully certified for that course are prevalent. These reports coupled with starting and mid career salaries that are too low to attract enough quality applicants, reduced numbers of graduates from teacher preparation programs, the decline in the number of high school students citing education as a career choice, and the increased number of teachers leaving the profession for jobs in other industries all point to a more serious shortage of quality teachers if corrective measures are not initiated soon.

- Between 1978 and 1980 the number of fulltime certified staff declined by 954 from 39,578 to 38,624. In this period the number of elementary teachers declined by 606, the number of content area teachers (including vocational education) declined by 813, while the number of special education teachers increased by 483 (see Tables 4.01 and 4.02).
- Between September 1976 and 1980 the average salary of fulltime teachers and support staff increased 27.8% from $13,794 to $17,624. In that same period the urban consumer price index increased by 45.8% (see Table 4.06).
- In 1980 the starting salaries of teachers with a Bachelor's degree averaged $10,155 and ranged from a low of $8,466 to $12,653. The median starting salary was only 15.8% above the 1976 level of $8,770 (see Table 4.17).

- The number of Bachelor's degrees awarded by Connecticut's colleges of education declined almost 60% from 2,996 in 1972 - 73 to 1,209 in 1980 - 81. The number of Master's degrees awarded in education in 1980 - 81 was 2,401, down 28% from 1975 - 76 but slightly above the 1979 - 80 level (see Table 4.15).
- Between 1972 and 1981 there was a 51.6% drop in the number of college - bound high school seniors citing education as their intended area of study in college (see Table 4.16).
- Teachers are retiring sooner than they did ten years ago. Between 1971 and 1980 the percentage of teachers taking early retirement doubled, the average age of retirement declined from 63.0 to 61.1 years and the average years of experience declined from 32.1 to 27.0 years.
- Between 1971 and 1980 the number of teachers withdrawing from the Teacher's Retirement System who cited "Entering another field" as a reason for withdrawal tripled to 610 and now is cited by 25% of the teachers who withdraw (see Table 4.19).

5. Racial Balance

In 1979 - 80 one of the State Board of Education's priorities was realized as the General Assembly adopted regulations for the law on racial imbalance, C.G.S. 10-226a-e. Districts with a minority concentration in a school that differs by at least 25 percentage points from the district - wide percentage of minority students in the grades served by that school are considered racially imbalanced and must submit to the Board a plan to rectify the problem. Under these regulations seven districts were impacted immediately. However, as the number of minority students increase and minority families settle outside the large cities, other communities could be affected. These communities will have the opportunity to plan ahead to avoid the isolation of minority students in a particular school.

- The number of minority students in the local public schools increased from 83,232 in 1971 to 95,665 in 1980. Minorities now represent 18.1% of the local public enrollment compared to 12.6% in 1971 (see Table 2.11).
- In the past year 18 racially imbalanced schools were closed or redistricted. There were 38 schools that were still imbalanced in 1980, down 53.9% from the 1977 peak. (see Table 1.14).
- The 1980 enrollment of 1,393 in Project Concern, a cooperative interdistrict transfer of minority students from Bridgeport, Hartford and New Haven to surrounding suburban communities, was above the average enrollment for the program between 1971 and 1980 (see Table 1.15).
- Since 1975 the number of minority students enrolled in the state's five large city school districts has declined by almost 2,500, while the number in other types of communities, the vocational - technical schools and Project Concern has increased by over 5,000. Between 1971 and 1980 the proportion of minority students educated in large city schools fell from 67.3% to 63.0% (see Table 1.13).

I. CONTEXT OF EDUCATION

This section puts education in Connecticut in perspective by focusing on some general aspects of, and changes in, Connecticut's rank nationwide, on elements of school finance and on progress in reducing racial imbalance in the public schools.

State rankings and changes in rank should be interpreted with some regard for the impact of variables such as the cost of living. In 1979 - 80, Connecticut ranked 8th in current expenditures per pupil with $2,463, which was $400 over the national average of $2,058 (see Table 1.01). The year before Connecticut ranked 6th on this variable. Part of the reason for this relatively high cost per pupil is Connecticut's high rank of 11th in pupils per teacher and 14th ranking in average teachers' salary. Connecticut state and local governments spent a smaller percent of their total funds on education than did 38 other states with 63.8% of these educational costs met from local property revenues. Forty - four states surpassed Connecticut in the state share of educational expenses, and only four states had higher local property taxes per capita.

In 1980 - 81 Connecticut spent over $2.7 billion from the general fund to provide services to State residents (see Table 1.02). Sixteen percent of this ($443 million) was for elementary and secondary education. In 1971 - 72, when the state spent just over $1.1 billion, the Department of Education received over 19% of the total. The other state agencies with a 10 - year reduction in their share of total state funds of this magnitude were Health and Hospitals and Transportation.

Between 1971 - 72 and 1980 - 81, the State Board of Education's general fund expenditures doubled from $221.3 million to $442.8 million (see Table 1.03). However, this increase was less than the 111% increase in the urban consumer price index. In real dollars, the Board spent less in 1980 - 81 than it did in 1971 - 72.

In 1980 - 81, 90% of the State Board of Education's general fund expenditures were for grants to towns (see Table 1.04). In 1980 - 81, $400 million out of a total budget of $442 million was grants to towns and $6.9 million was grants for Vocational Rehabilitation, the American School for the Deaf, Newington Children's Hospital, CPTV, the Regional Education Service Centers and omnibus grants for state supported schools. Of the remaining $35.7 million, $30.4 million was for the vocational - technical schools and $5.3 million was for central office operations. For the 1981 - 82 fiscal year an additional $56.4 million was appropriated. Most (91%) of this increase was for grants to towns.

In 1980 - 81 the state provided education aid to towns through fifteen grants (see Table 1.05). Since 1972 - 73, six grant programs for public schools have been dropped and four added. Since 1975, the most significant change has been the replacement of the flat per pupil grant with the equalized GTB Grant. Also, the equalization aspect was incorporated in the special education, school construction and pupil transportation grants.

In 1980 - 81, the federal government funneled $85.7 million in grants to towns through the State Department of Education (see Table 1.06). This was a 129% increase over the $37.5 million provided in 1974 - 75. Ninety percent of the $85.7 million was for child nutrition ($31.9 million), disadvantaged children ($26.8 million), handicapped children ($12.7 million), and vocational education programs ($5.9 million). In 1980 - 81 the federal government also paid $10.59 million in grants directly to towns. This amount included $5.54 million in impact aid, $1.25 million for desegregation efforts and $1.04 million for bilingual education programs.

Compensatory education provides an example of how state and federal funds are used to support a program (see Table 1.07). In 1971 - 72, $18.2 million was spent for this program with $12.3 million (67%) from federal sources and $6 million (33%) from state sources (SADC grant). By 1980 - 81, this total had risen by 83% to almost $33.5 million. The federal share through E.S.E.A. Title I and other grants increased to $26.7 million (up 117%) while the state share was $6.7 million.

The school finance reform legislation of 1979 replaced the flat allocation per pupil grant with the equity - based Guaranteed Tax Base (GTB) grant as the primary method of general educational aid. This grant incorporates into its allocation formula a town's wealth, its tax effort, number of pupils and number of children 5 - 18 receiving aid for dependent children. This transition to the equity - based model is being phased in over a five year period through 1983 - 84. This grant, coupled with a minimum expenditure requirement for each town and the equalization of the school construction, special education and transportation grants, will equalize local ability to finance education, reduce inter - district disparities in expenditures per pupil, and increase the state's share of the cost of education.

The net current expenditures of school districts increased from $651.6 million in 1971 - 72 to $1.27 billion in 1980 - 81 (see Table 1.08). Over $30 million was due to the inclusion of expenditures financed by food sales receipts in 1980 - 81. Prior to the

replacement of the flat allocation per pupil with the GTB grant, the state's share of net current expenditures ranged from 23.1% to 25.7% and was 23.9% in 1978 - 79. Since then the state's share has increased four percentage points to 27.9% in 1980 - 81. It should be noted that that state aid reported here underestimates by four to five percentage points the full state support for elementary and secondary education because state expenditures for the teachers' retirement system, the operation of the regional vocational - technical schools, and bond funds are excluded.

The minimum expenditure requirement (MER) portion of the school finance reform legislation is designed to reduce the disparity in expenditures per pupil by increasing, the expenditures of low - spending towns. However in its first two years of implementation it appears to have had little impact on spending. Prior to 1979 - 80 the ratio of the 95th to 5th percentile town, a measure of disparity, on net current expenditures (based on the definition in effect at the time) ranged from 1.70:1 to 1.87:1 (see Table 1.09). In both 1979 - 80 and 1980 - 81 the ratio was 1.68:1.

The equalized Net Grant List (ENGL), one of the elements of the GTB formula, is "equalized" annually to 100 percent of fair market value by adjusting assessed values to actual sales. From 1978 to 1979, there was an average statewide increase of 11% in the ENGL (see Table 1.10). The ENGL grew at a slightly faster rate in the wealthier towns than the poorer towns.

One measure of a town's ability to finance education is its education tax rate, the ratio of its net current local expenditures (NCLE) to its ENGL. From 1979 to 1980, 129 of the state's 169 towns had a drop in the education tax rate, with the median drop being 6.5% (see Table 1.11). Generally the decline was greater in those towns with high rates in 1979. This decline occurred because the towns' equalized net grant lists grew at a faster rate than their local expenditures for education.

Between 1975 - 76 and 1980 - 81, the number of students (ADM) declined an average of 16.5% (see Table 1.12). Only 13 of the state's 169 towns had increases. The number of pupils declined in all of the state's 45 large, fringe or middle sized cities. Enrollments increased in eight of the state's 35 emerging suburban towns.

A major goal for the Department of Education is to equalize educational opportunities for all students. Equal opportunity for students in different towns is fostered by the school finance legislation and other state programs. Equalizing educational opportunity within a district, when inequities are caused by racial imbalance, is primarily the responsibility of the local board of education. Racial imbalance has developed in communities with large concentrations of minority students - the large and medium cities have 63% of the state's minority students (see Table 1.13). However, the percentage of minority students enrolled in other than large cities has risen from 32.7% in 1975 to 37% in 1980. As minority enrollment in these other communities continues to grow, they will have to be more sensitive to the racial balance of their schools.

In 1980, regulations on racial imbalance was adopted to carry out the provisions of the racial imbalance law (C.G.S. 226a-e). Racial imbalance exists when the percent of minority pupils in a school is 25% more or less than the average percent for all schools in the town with comparable grades. In fall 1980, 38 schools were imbalanced, which is almost half of the 71 schools that were racially imbalanced in the fall of 1977 (see Table 1.14).

Racial imbalance has also been reduced through Project Concern, a program in which neighboring towns voluntarily accept minority students from large cities. In 1980, Bridgeport, Hartford and New Haven sent 1,393 students to 20 neighboring towns (see Table 1.15). Between fall 1971 and 1980, the number of pupils in Project Concern varied from 1,257 to 1,446 pupils

Since 1975, many schools have been closed because of declining enrollment. Between fall 1975 and 1980, 92 schools were closed, reducing the number of schools from 1,131 to 1,039 (see Table 1.16). There was a net decline of 95 elementary schools, to 695 in fall 1980, and a drop of two middle/junior high schools, to 166 in 1980. The number of high schools remained at 140 over the five - year period. The number of schools used for Alternative/Pre-Kindergarten/Special Education programs increased from 33 in 1976 to 38 in 1980.

TABLE 1.01

COMPARING CONNECTICUT AND THE NATION

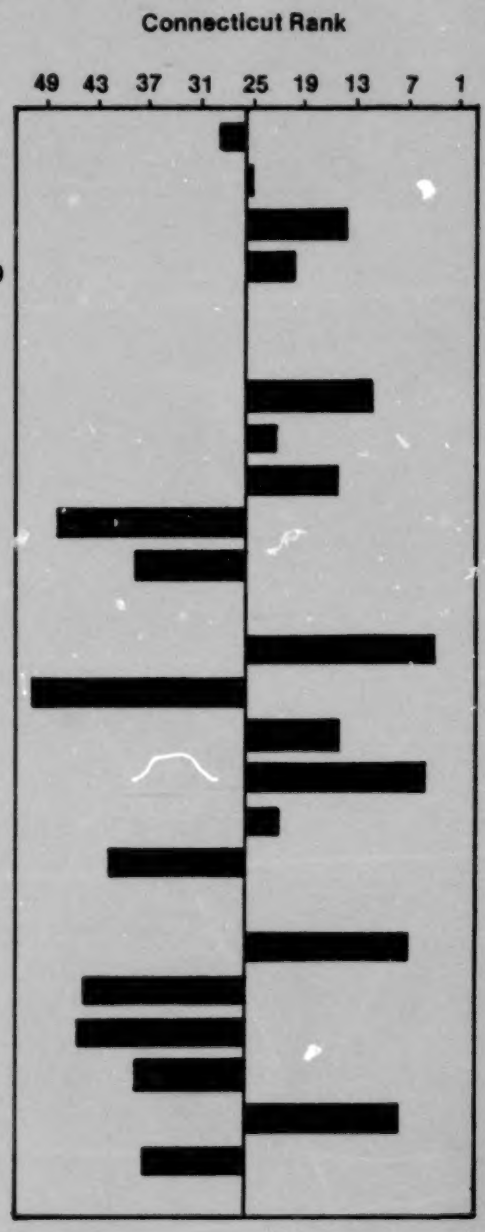
	Connecticut	United States [1]	Connecticut Rank
Pupil Data:			
Percent of Children Ages 7 - 15 Enrolled in Public Schools, 1980	86.6%	87.6%	29
Percent of Enrolled Pupils Present, October 1, 1980	92.3%	92.2%	25
Percent of Enrolled Pupils Handicapped, Fall 1980	9.4%	8.3%	14
Percent of Public & Private Pupils in School Lunch Program, 1979	70.0%	61.7%	20
Staff Data:			
Pupils Per Teacher, 1980	16.2%	18.7%	11
Percent Male Teachers, 1980	35.0%	32.5%	22
Average Teachers Salaries, 1980	$16,354	$15,966	14
Percent Change in Teachers' Salaries, 1970 - 1980	77.3%	85.3%	48
Percent Change in Teachers' Salaries, 1979 - 1980	6.6%	8.1%	39
Fiscal Data:			
Per Capita Personal Income, 1979	$10,129	$8,773	4
Percent of Personal Income from Government Sources, 1979	8.3%	12.3%	51
Per Capita Tax Collections of State & Local Government, 1978	$1,013	$934	15
Per Capita Property Tax Revenue of Local Government, 1978	$456	$284	5
Per Capita State Tax Revenue, 1979	$552	$570	22
Percent State Tax Revenue is of Personal Income, 1979	5.5%	6.5%	42
Educational Expenditure Data:			
Percent School Revenues 1979 - 80: Local	63.8%	42.0%	7
State	31.5%	48.8%	45
Federal	6.1%	9.2%	46
Percent State & Local Education Expenses are of all costs, FY79	35.3%	36.6%	39
Current Expenditure Per Pupil in ADM, 1979 - 80	$2,463	$2,058	8
Percent Increase in Current Expenses Per Pupil (ADM) 1970 - 80	164.3%	181.8%	38

1 Fifty States and District of Columbia

Source: "Rankings of The States, 1981," NEA Research Memo, July 1981.

FIGURE 1.01

COMPARING CONNECTICUT AND THE NATION [1]



Pupil Data:

- Percent of Children Ages 7 - 15 Enrolled in Public Schools, 1980
- Percent of Enrolled Pupils Present, October 1, 1980
- Percent of Enrolled Pupils Handicapped, Fall 1980
- Percent of Public & Private Pupils in School Lunch Program, 1979

Staff Data:

- Pupils Per Teacher, 1980
- Percent Male Teachers, 1980
- Average Teachers Salaries, 1980
- Percent Change in Teachers' Salaries, 1970 - 1980
- Percent Change in Teachers' Salaries, 1979 - 1980

Fiscal Data:

- Per Capita Personal Income, 1979
- Percent of Personal Income from Government Sources, 1979
- Per Capita Tax Collections of State & Local Government, 1978
- Per Capita Property Tax Revenue of Local Government, 1978
- Per Capita State Tax Revenue, 1979
- Percent State Tax Revenue is of Personal Income, 1979

Educational Expenditure Data:

- Percent School Revenues, 1979 - 80: Local
  State
  Federal
- Percent State & Local Education Expenses are of all Costs FY79
- Current Expenditures Per Pupil in ADM, 1979 - 80
- Percent Increase in Current Expenses Per Pupil (ADM) 1970 - 80

[1] Fifty States and District of Columbia

TABLE 1.02

STATE OF CONNECTICUT GENERAL FUND EXPENDITURES 1971 - 72 TO 1980 - 81

Agency	Fiscal Year[1]									
	71 - 72[2]	72 - 73[2]	73 - 74[2]	74 - 75	75 - 76	76 - 77	77 - 78	78 - 79	79 - 80	80 - 81
Legislative	3.9	5.7	5.3	6.8	6.2	7.4	7.0	9.2	9.4	11.6
General Government	52.2	59.8	64.2	86.8	111.0	102.1	101.4	115.4	127.1	135.0
Regulation & Protection	35.1	38.1	41.2	46.8	45.3	47.3	52.8	61.2	61.1	67.5
Conservation & Development	11.1	12.3	13.3	14.9	13.6	12.7	21.9	17.9	18.9	20.0
Health & Hospitals	100.7	107.01	116.5	130.4	124.9	127.7	148.8	168.2	193.9	228.5
Transportation	100.5	111.4	113.0	131.6	110.7	116.6	131.5	138.8	148.6	164.8
Welfare	267.2	295.5	293.5	345.8	393.5	418.0	465.7	542.9	600.9	667.8
Education, Library & Museums	332.0	391.8	408.3	473.0	462.3	477.2	525.1	580.8	633.0	718.5
Dept. of Education	221.3	231.6	237.3	267.2	268.9	270.8	297.1	329.8	372.2	442.8
Other Education	110.7	160.2	171.0	205.8	193.4	206.4	228.0	251.0	260.8	275.7
Corrections	23.1	25.2	27.1	30.8	37.1	42.4	71.5	83.2	92.9	105.2
Judicial	22.0	23.0	25.4	28.5	30.2	31.6	38.5	45.1	49.1	55.0
Non - Functional	189.1	230.1	244.9	316.4	337.7	388.7	356.7	362.8	446.4	560.5
Total	**1,136.9**	**1,300.0**	**1,352.7**	**1,611.8**	**1,672.5**	**1,771.7**	**1,917.5**	**2,156.4**	**2,388.7**	**2,734.3**

1 Expenditures in millions of dollars.

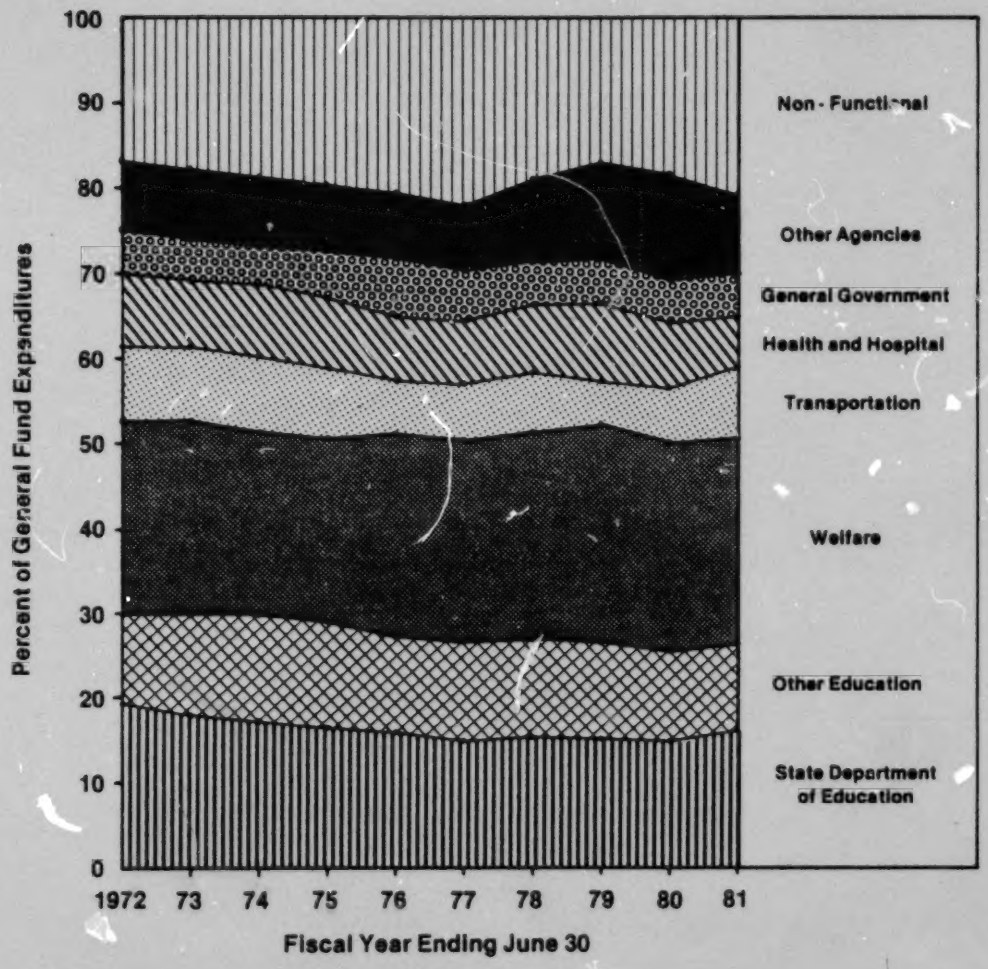
2 Includes highway funds, which were merged with the General Fund in 1974 - 75.

Source: Governor's Budget, 1973 - 74 to 1982 - 83.

20

FIGURE 1.02

STATE OF CONNECTICUT GENERAL FUND EXPENDITURES 1971 - 72 TO 1980 - 81



In the past 10 years, the Department of Education's proportion of the state's general fund expenditures has fallen from around 19% to about 16%. Areas receiving a larger share of the budget are welfare, other agencies and nonfunctional, while those getting a much smaller share are health and hospitals and transportation.

TABLE 1.03

STATE BOARD OF EDUCATION GENERAL FUND EXPENDITURES ADJUSTED FOR INFLATION, 1971 - 72 TO 1980 - 81

Fiscal Year	Actual Expenditures [1]	Expenditures in 72 Dollars [2]
1980 - 81	442.8	209.4
1979 - 80	372.2	196.6
1978 - 79	329.8	198.5
1977 - 78	297.1	195.5
1976 - 77	270.8	190.3
1975 - 76	268.9	198.7
1974 - 75	267.2	210.9
1973 - 74	237.3	209.3
1972 - 73	231.6	223.4
1971 - 72	221.3	221.3

1 Expenditures in millions of dollars.

2 Cost of living estimated from urban consumer price index average (June 1972 = 100.)

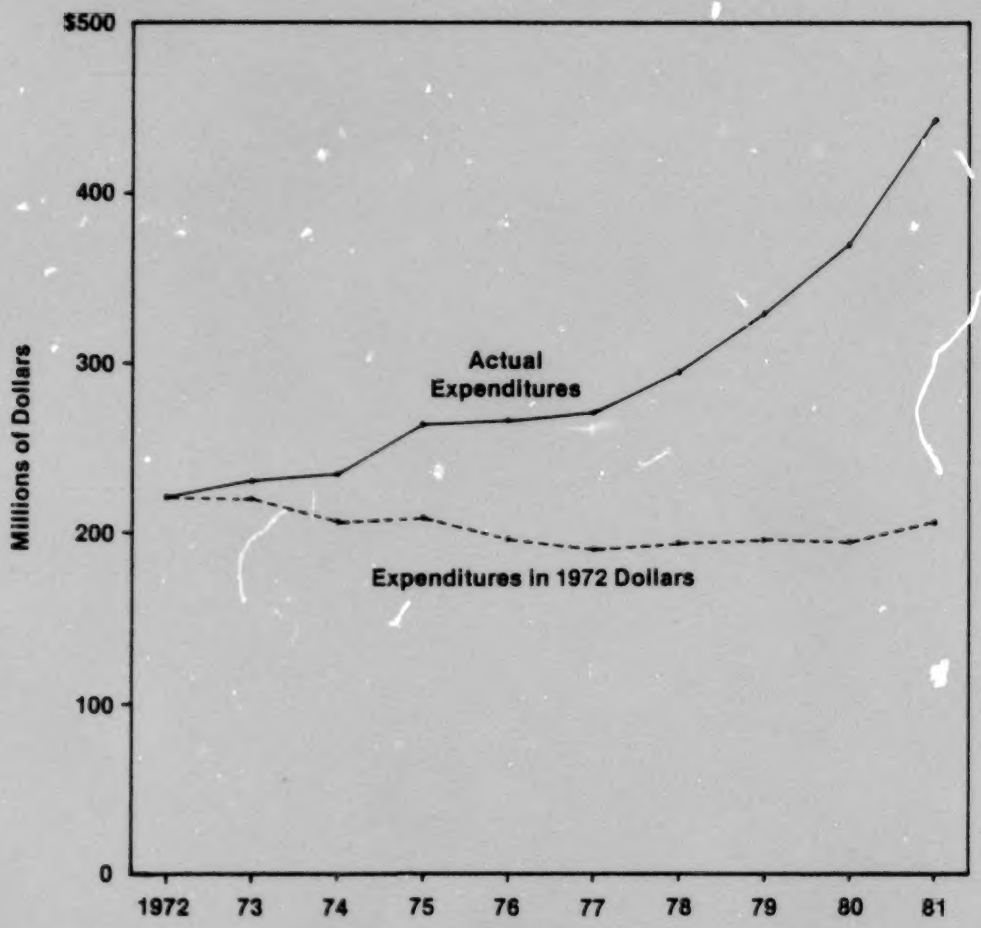
Sources: Connecticut State Department of Education 1979 - 80, 1980 - 81, 1981 - 82, 1982 - 83 Operating Budget Requests.

Department of Education, Annual Report, 1971 - 72 through 1975 - 76.

Consumer Price Index for Urban Wage Earners and Clerical Workers. U.S. Department of Labor.

FIGURE 1.03

STATE BOARD OF EDUCATION GENERAL FUND EXPENDITURES ADJUSTED FOR INFLATION, 1971 - 72 TO 1980 - 81



Between 1972 and 1981, a period of 111% inflation, the general fund expenditures of the state board of education doubled. In real dollars, the board spent 5.4% less in 1980 - 81 than it did in 1971 - 72.

TABLE 1.04

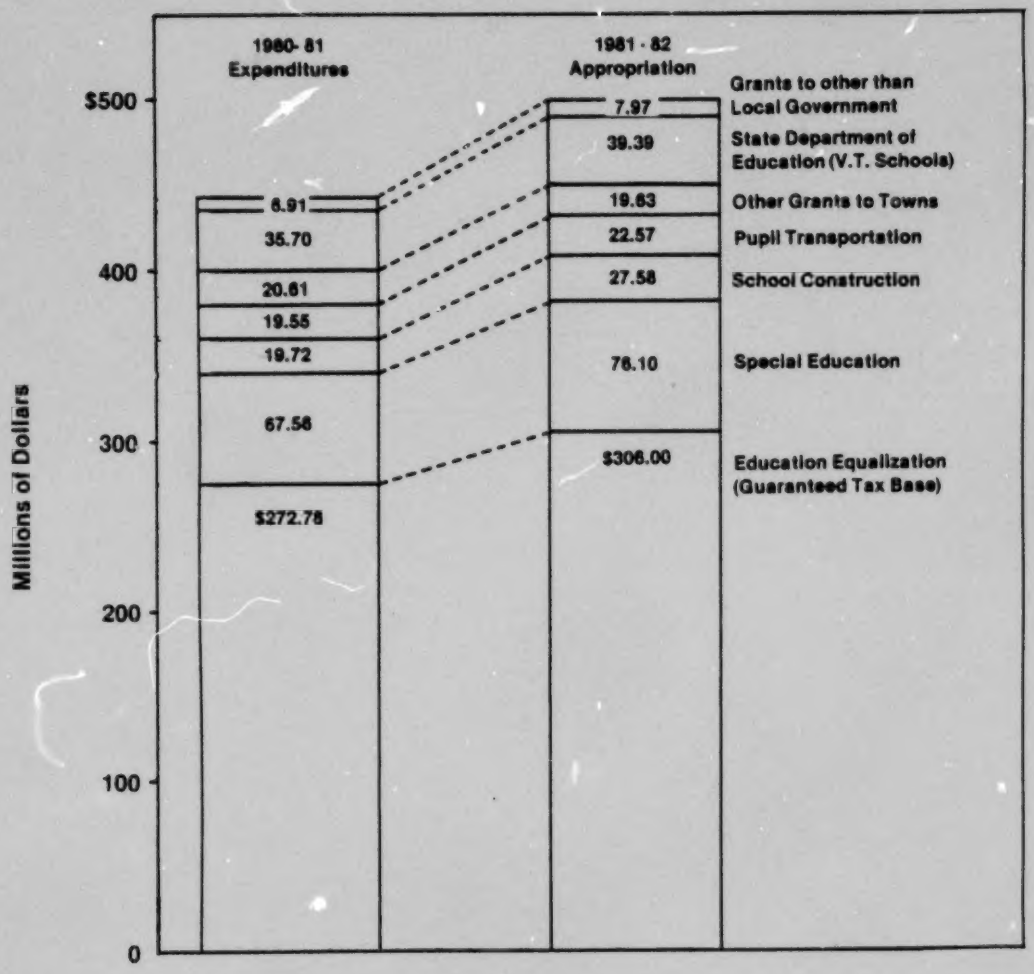
STATE BOARD OF EDUCATION GENERAL FUND EXPENDITURES IN 1980 - 81 AND APPROPRIATIONS IN 1981 - 82

	Expenditures 1980 - 81	Appropriations 1981 - 82
I. GRANTS TO TOWNS		
Adult Basic Education	$ 525,000	$ 525,000
Adult Education	501,500	525,000
Bilingual Education	1,520,000	1,620,000
Child Nutrition Programs	2,265,437	2,325,000
Children Residing on Tax Exempt State Property	1,856,079	2,300,000
Educational Equalization (GTB)	272,776,005	306,000,000
Educational Programs for Disadvantaged Children (SADC)	6,998,559	5,000,000
Health and Welfare Services for Pupils Attending Private Schools	4,898,874	5,500,000
Improvement of Educational Opportunities of Disadvantaged Children	170,000	195,500
Placement of Mystic Oral Students	381,220	-
Pupil Transportation	19,547,152	22,570,000
School Building and Interest Subsidy Program	16,375,468	15,300,000
School Construction	3,346,923	12,275,000
Special Education	67,555,412	76,100,000
Vocational Agriculture	1,497,419	1,640,000
TOTAL GRANTS TO TOWNS	**$400,215,048**	**$451,875,500**
II. GRANTS TO OTHER THAN LOCAL GOVERNMENT		
American School for the Deaf	$ 2,700,000	$ 2,900,000
Connecticut Public Television (CPTV)	825,000	825,000
Newington Children's Hospital	18,500	-
Omnibus Grants for State Supported Schools	777,755	1,453,000
Regional Educational Services	625,000	625,00
Vocational Rehabilitation	1,966,000	2,162,000
TOTAL GRANTS TO OTHER THAN LOCAL GOVERNMENT	**$ 6,912,255**	**$ 7,965,500**
III. STATE DEPARTMENT OF EDUCATION		
Central Office Operations	$ 5,306,506	$ 5,753,674
Vocational - Technical Schools and Satellites	30,407,713	33,603,824
TOTAL STATE DEPARTMENT OF EDUCATION	**$ 35,714,219**	**$ 39,357,498**
TOTAL STATE BOARD OF EDUCATION	**$442,841,522**	**$499,198,498**

Source: Connecticut State Department of Education 1982 - 83 Operating Budget Request.

FIGURE 1.04

STATE BOARD OF EDUCATION GENERAL FUND EXPENDITURES IN 1980 - 81 AND APPROPRIATIONS IN 1981 - 82



The 13% increase in the 1981 - 82 State Board of Education appropriation over 1980 - 81 expenditures is primarily due to the $33.2 million increase in Education Equalization Funds.

TABLE 1.05

STATE BOARD OF EDUCATION GENERAL FUND GRANTS TO TOWNS 1972 - 73 TO 1980 - 81

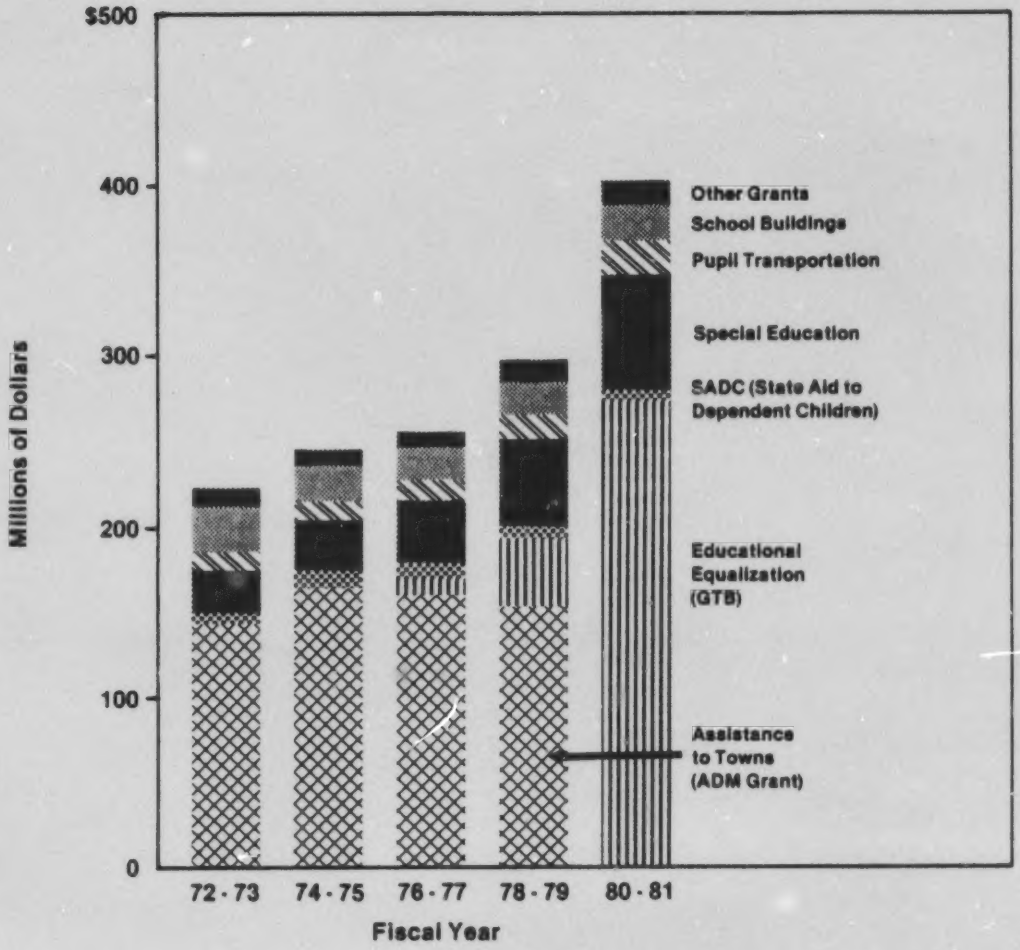
	Expenditures in Millions of Dollars				
Grant Year	**72 - 73**	**74 - 75**	**76 - 77**	**78 - 79**	**80 - 81**
Adult Basic Education	.42	.43	.42	.52	.53
Adult Education	.36	.40	.51	.53	.50
Aid to Disadvantaged Children (SADC)					
Public	7.00	6.59	6.60	6.48	6.59
Non - Public	0	.41	.40	.40	.41
Assistance to Towns (ADM Grant)	144.01	164.50	160.36	150.20	0
Bilingual Education	0	0	0	1.39	1.52
Career & Vocational Education Incentive	0	0	0	.98	.10
Child Nutrition Program	.25	.65	1.21	1.87	2.27
Children on Tax Exempt Property	.68	.99	1.12	1.27	1.86
Educational Equalization (GTB)	0	0	10.09	40.00	272.78
Grants in Lieu of Supervisory Services	.09	.16	.15	.14	0
Health Education	.06	.08	0	0	0
Health & Welfare Services					
Non - Public Pupils	2.72	3.31	3.62	3.90	4.90
Improving Educational Opportunities for					
Disadvantaged Students	.10	.10	.15	.20	.17
Industrial Arts	.19	.19	0	0	0
Library Books/Media Equipment	.21	.21	0	0	0
Occupational Training Program	.40	.42	0	0	0
Placement for Mystic Oral Students	0	0	0	0	.38
Pupil Transportation					
Public	8.37	9.02	9.42	13.13	17.40
Non - Public	.64	.56	.71	1.07	2.15
School Buildings	23.22	22.82	20.50	18.10	19.72
Special Education	22.68	30.93	39.90	52.95	67.56
Vocational Agriculture	.60	.70	.94	1.17	1.50
TOTAL PUBLIC SCHOOL GRANTS	**208.65**	**238.60**	**251.77**	**289.39**	**392.76**
TOTAL NON - PUBLIC PUPIL GRANTS	**3.36**	**4.28**	**4.73**	**5.37**	**7.46**
TOTAL OF ALL GRANTS	**212.01**	**242.88**	**256.50**	**294.76**	**400.22**

Sources: Governor's Budgets 1972 - 73 to 1980 - 81.

Connecticut State Department of Education Operating Budget Requests, 1981 - 82, 1982 - 83.

FIGURE 1.05

STATE BOARD OF EDUCATION
GENERAL FUND GRANTS TO TOWN
1972 - 73 TO 1980 - 81



State grants change in amount and nature. Since 1972 - 73, the most notable change was the equalization grant (GTB) replaced the per pupil aid grant (ADM). Of the twenty - one grants listed, six have been dropped, four have been added and six have steadily increased.

TABLE 1.06

FEDERAL GRANT EXPENDITURES OF LOCAL EDUCATION AGENCIES 1974 - 75 TO 1980 - 81

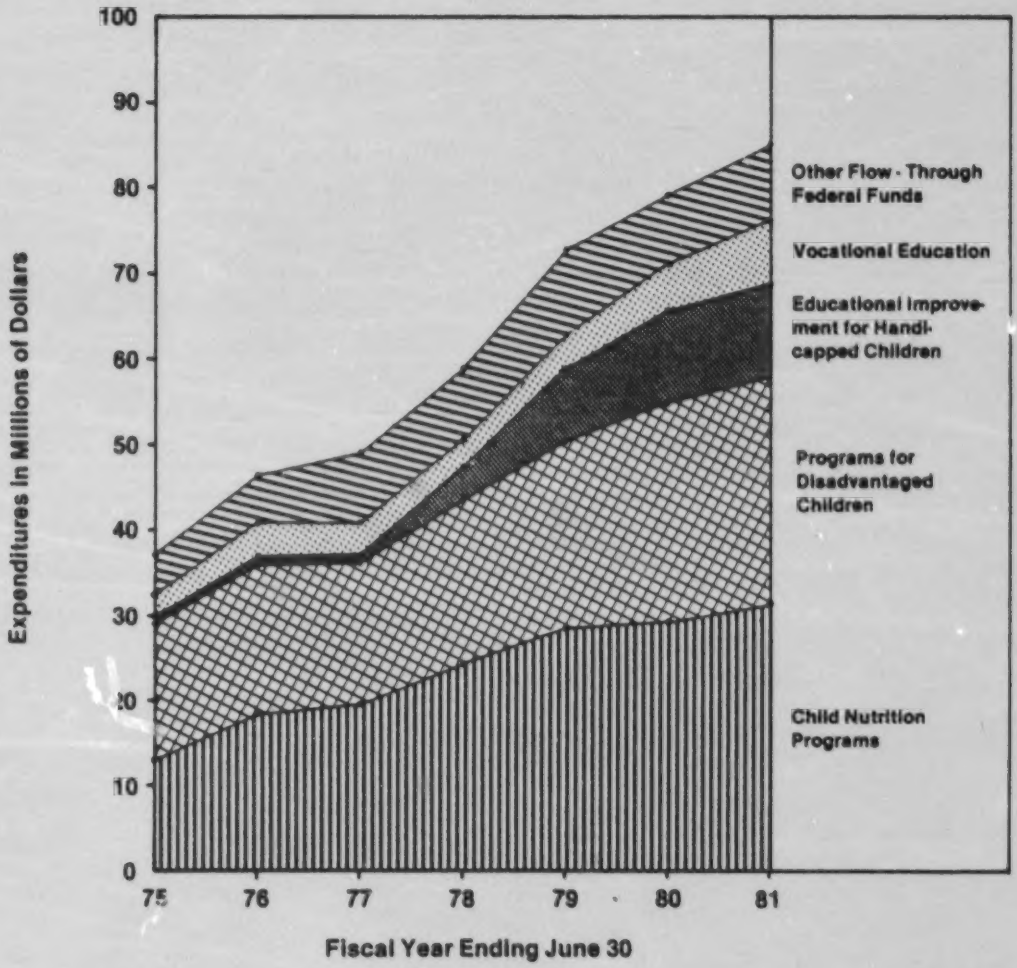
	Expenditures in Millions of Dollars						
	1974 - 75	1975 - 76	1976 - 77	1977 - 78	1978 - 79	1979 - 80	1980 - 81
I. FLOW - THROUGH FEDERAL GRANTS:							
Adult Basic Education	$ .97	$ .95	$ .99	$ 1.11	$ 1.17	$ 1.31	$ 1.31
CETA	0	.19	1.65	3.09	2.97	2.65	2.16
Child Nutrition	13.32	18.26	19.81	24.36	28.52	29.34	31.45
Educational Improvement for Handicapped Children	.28	1.12	.93	3.95	8.66	11.08	12.65
Federal School Library Resources	1.95	.99	.04	(-)	(-)	(-)	
Programs for Disadvantaged Children	14.84	18.04	17.45	19.48	21.98	26.21	26.84
Title III Federal Education Centers	1.18	1.89	.03	.04	0	0	0
Title IV Innovative Support	0	1.40	4.38	3.64	4.16	3.54	4.20
Vocational Education	3.95	3.51	3.64	2.68	4.33	4.90	5.49
Other	.35	.48	.39	.39	.60	.61	1.58
TOTAL FLOW - THROUGH FEDERAL GRANTS	**$37.45**	**$46.81**	**$49.34**	**$58.74**	**$72.38**	**$79.64**	**$85.67**

Sources: Connecticut State Department of Education 1975 - 76 through 1982 - 83 Operating Budget Requests.

Unpublished reports of federal grant fund expenditures.

FIGURE 1.06

FEDERAL GRANT EXPENDITURES OF LOCAL EDUCATION AGENCIES 1974 - 75 TO 1980 - 81



Between 1974 - 75 and 1980 - 81 federal grants paid through the State Department of Education to the LEAs rose 129% from $37.45 million to $85.67 million. The LEAs also received over $10 million in direct federal grants in 1980 - 81.

TABLE 1.07

EXPENDITURES FOR COMPENSATORY EDUCATION [1]
1971 - 72 TO 1980 - 81

Year	Title I ESEA [2]	SADC Public [3]	SADC Non - Public	Other Sources [4]	Total Expenditures	Per Pupil Expenditures
1980 - 81	$24,659,331	$6,211,502	$566,962	$2,041,923	$33,478,718	$561
1979 - 80	24,525,345	5,897,853	461,674	4,044,959	34,929,831	581
1978 - 79	20,897,276	5,936,737	480,330	3,637,517	30,951,860	537
1977 - 78	19,892,268	5,984,391	434,961	3,009,191	29,320,811	529
1976 - 77	16,568,809	5,692,451	376,110	2,809,617	25,446,987	495
1975 - 76	15,904,700	6,116,975	383,728	-	22,405,402	438
1974 - 75	15,106,422	5,964,487	399,495	-	21,470,404	422
1973 - 74	12,089,019	6,093,838	406,162	-	18,589,019	368
1972 - 73	11,538,264	6,191,450	406,250	-	18,135,964	347
1971 - 72	12,290,094	5,598,152	366,094	-	18,254,340	360

1 Based upon unaudited data estimated by LEA evaluators. Data exclude SADC expenditures of approximately $500,000 for Project Concern under Public 611.

2 Elementary and Secondary Education Act, Title I

3 State Aid for Dependent Children.

4 Includes various federal programs other than Title I - part A, and LEA contributions.

5 Expenditures reported to State Department of Education Accounting Department.

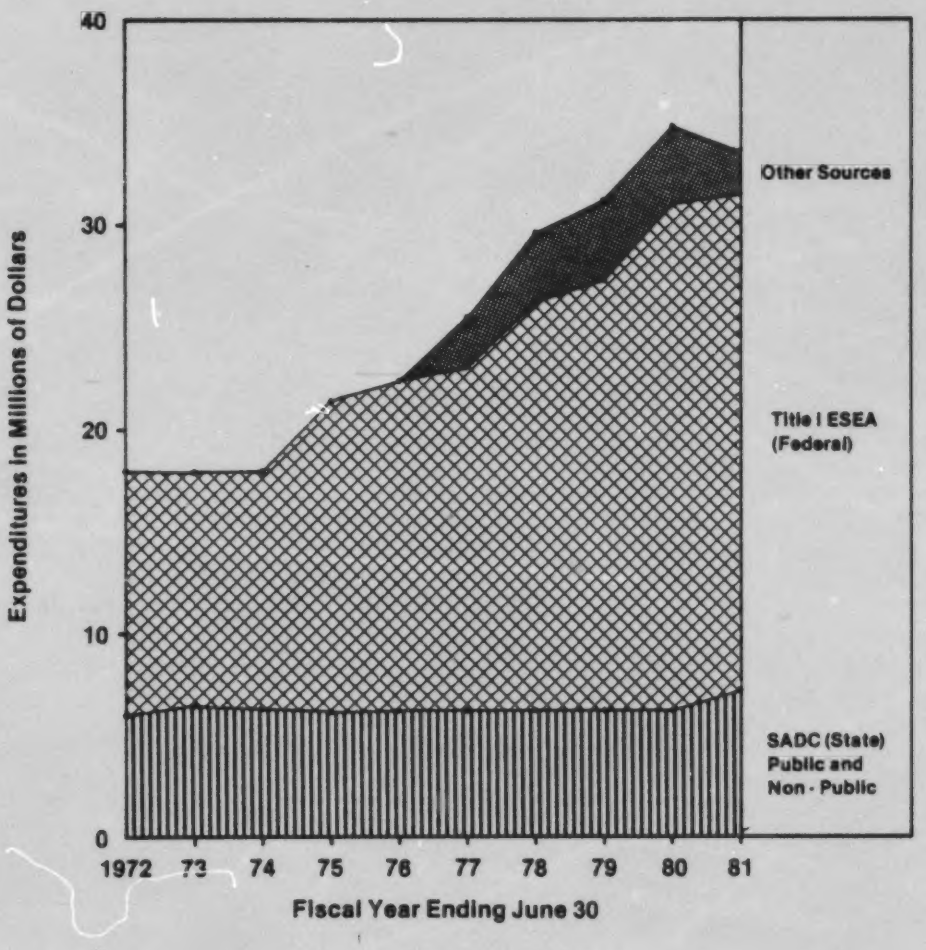
Sources: Connecticut Compensatory Education Program, Fiscal Year 1978 - 79, Annual Program and Achievement Analysis, report presented to Connecticut State Board of Education, July 1980.

Compensatory Education in Connecticut Fiscal Year 1978 Annual Evaluation Report, December 1979.

Connecticut Compensatory Education Program, Annual Evaluation Report, 1975 - 76, 1974 - 75, 1973 - 74.

FIGURE 1.07

EXPENDITURES FOR COMPENSATORY EDUCATION 1971 - 72 TO 1980 - 81



Expenditures for compensatory education increased from $18.3 million in 1972 to $33.5 million in 1981. This increase resulted from the doubling of federal funds and the addition of two million dollars from other sources.

TABLE 1.08

LOCAL/STATE/FEDERAL SHARE OF NET CURRENT EXPENDITURES 1971 - 72 TO 1980 - 81

Fiscal Year	Net Current Expenditures (In millions)				Percentage Support		
	Total	Local	State	Federal	Local	State	Federal
1980 - 81	1267.1*	831.0*	353.3	82.8	65.6	27.9	6.5
1979 - 80	1142.2	767.4	292.6	82.2	67.2	25.6	7.2
1978 - 79	1070.3	737.4	255.3	77.6	68.9	23.9	7.2
1977 - 78	1002.3	702.6	231.5	68.1	70.1	23.1	6.8
1976 - 77	932.6	659.6	217.8	55.2	70.7	23.4	5.9
1975 - 76	880.6	614.6	215.4	50.6	69.7	24.5	5.8
1974 - 75	832.9	589.7	205.3	37.9	70.7	24.7	4.5
1973 - 74	752.8	549.0	179.2	24.5	72.9	23.8	3.3
1972 - 73	699.6	502.0	175.5	22.1	71.8	25.1	3.2
1971 - 72	651.6	462.7	167.7	21.2	71.0	25.7	3.3

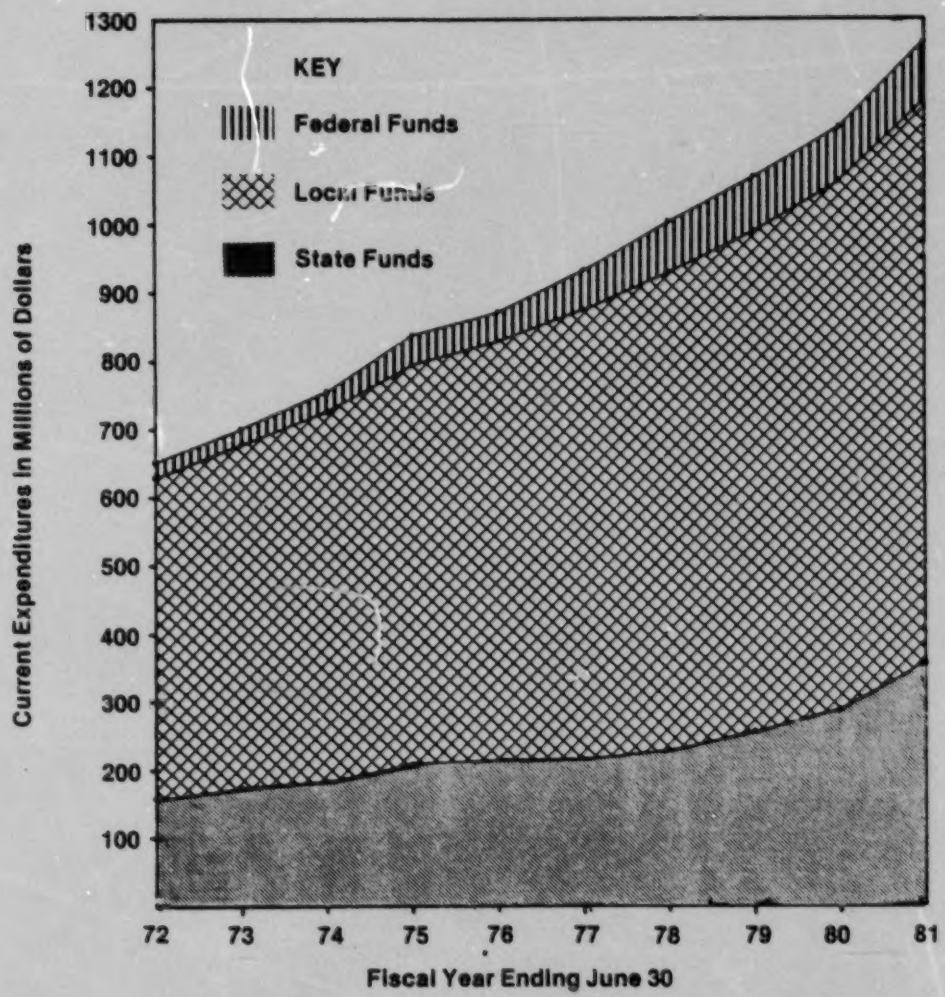
* Includes $30.7 million in food sales. When adjusted, local, state and federal percentage support is 64.7%, 28.6% and 6.7% respectively.

Notes: (1) Net current expenditures are the current expenses of public schools less the expenses for pupil transportation and the amount of tuition received for non - resident pupils.
(2) Local funds are derived by subtracting state and federal expenditure from the net current expenditures.
(3) Federal aid includes grants paid through the State Department of Education and grants paid directly to local school districts.

Source: Local Public School Expenses and State Aid in Connecticut - School Year 1976 - 77 through 1980 - 1981, Connecticut Public Expenditure Council, May 1982.

FIGURE 1.08

LOCAL/STATE/FEDERAL SHARE OF CONNECTICUT, LOCAL NET CURRENT EXPENDITURES 1971 - 72 TO 1980 - 81



The net current expenditures of public schools increased at an average annual rate of 7.7% since 1971 - 72. Almost 66% of the $1.27 billion spent in 1980 - 81 came from local sources. State and federal contributions were 27.9% and 6.5% respectively.

TABLE 1.09

CONNECTICUT TOWNS' NET CURRENT EXPENDITURES PER PUPIL 1971 - 72 TO 1980 - 81

Fiscal Year [1]	Low	5%ile	25%ile	50%ile	75%ile	95%ile	High
1980 - 81 [2]	$1,573	$1,732	$2,004	$2,247	$2,511	$2,908	$3,359
1980 - 81 (adj.)	1,546	1,638	1,920	2,146	2,430	2,574	3,245
1979 - 80 [3]	1,365	1,498	1,726	1,944	2,161	2,514	3,029
1979 - 80 (adj.)	1,358	1,481	1,706	1,923	2,147	2,511	3,005
1978 - 79	1,175	1,324	1,514	1,701	1,895	2,253	2,746
1977 - 78	1,010	1,151	1,371	1,540	1,700	2,058	2,487
1976 - 77	930	1,020	1,241	1,392	1,555	1,904	2,225
1975 - 76	858	968	1,137	1,264	1,441	1,702	2,059
1974 - 75	779	913	1,058	1,173	1,325	1,562	1,834
1973 - 74	711	806	937	1,047	1,170	1,503	1,656
1972 - 73	670	751	856	969	1,089	1,363	1,570
1971 - 72	611	686	801	888	1,008	1,219	1,478

1 The current operating expenditures incurred by a town for educating its students. It excludes expendtures for transportation, capital outlay, equipment and debt services.

2 Expenditures include equipment and costs financed by food serving receipts.

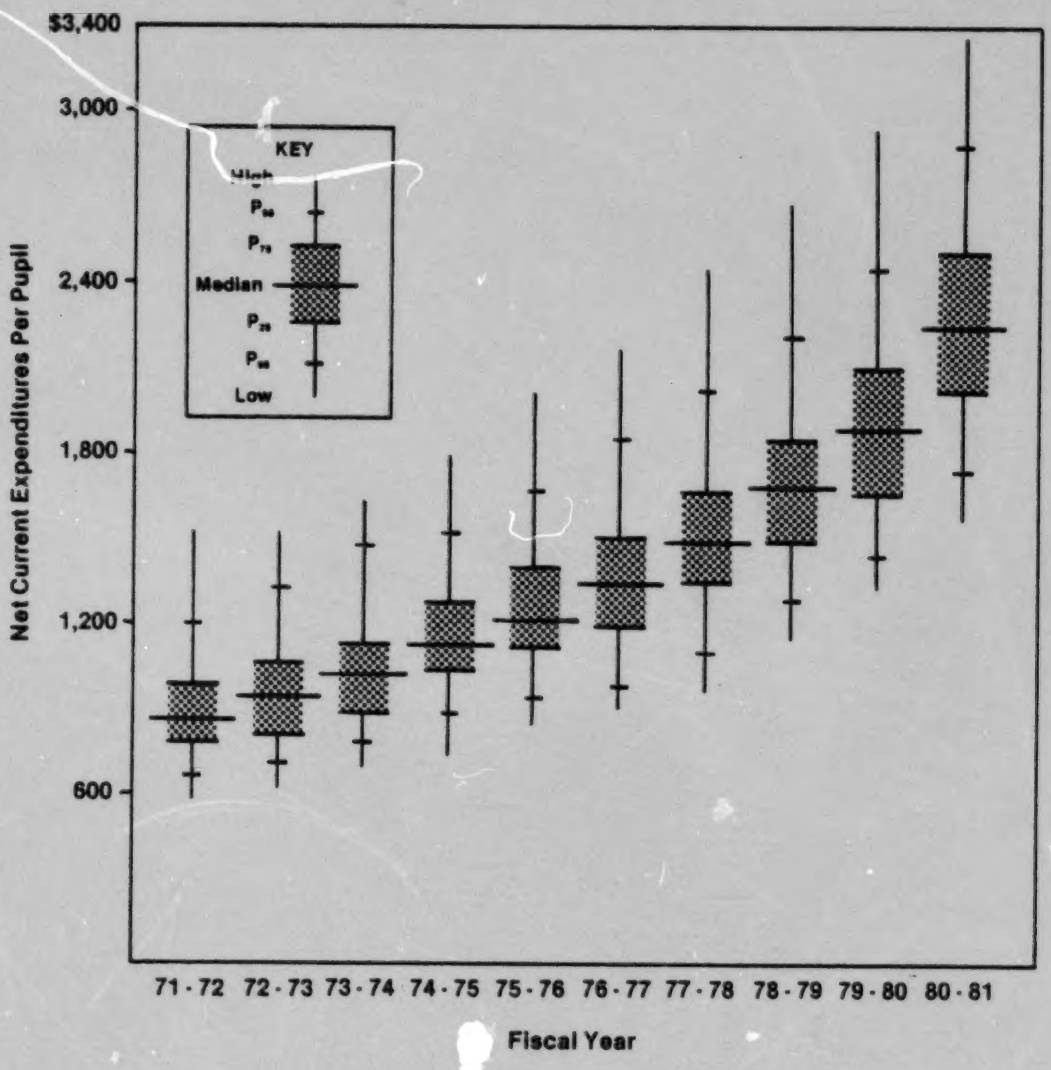
3 Expenditures include equipment.

Sources: "Local Public School Expenses and State Aid in Connecticut" Connecticut Public Expenditures Council, 1972 - 1981.

Unpublished data, School Finance Equalization Management System, Connecticut State Department of Education, December, 1981.

FIGURE 1.09

CONNECTICUT TOWNS' NET CURRENT EXPENDITURES PER PUPIL 1971 - 72 TO 1980 - 81



The median net current expenditure per pupil rose by 153% between 1972 and 1981 from $888 to $2247. Inclusion of equipment caused the median expenditure to rise $21 in 1979 - 80 and inclusion of expenditures financed by food sales resulted in a $101 increase in the median in 1980 - 81. When adjusted for these changes the median increased an average of 10.3% annually.

TABLE 1.10

CHANGE IN CONNECTICUT TOWNS' EQUALIZED NET GRAND LISTS (ENGL) 1978 TO 1979

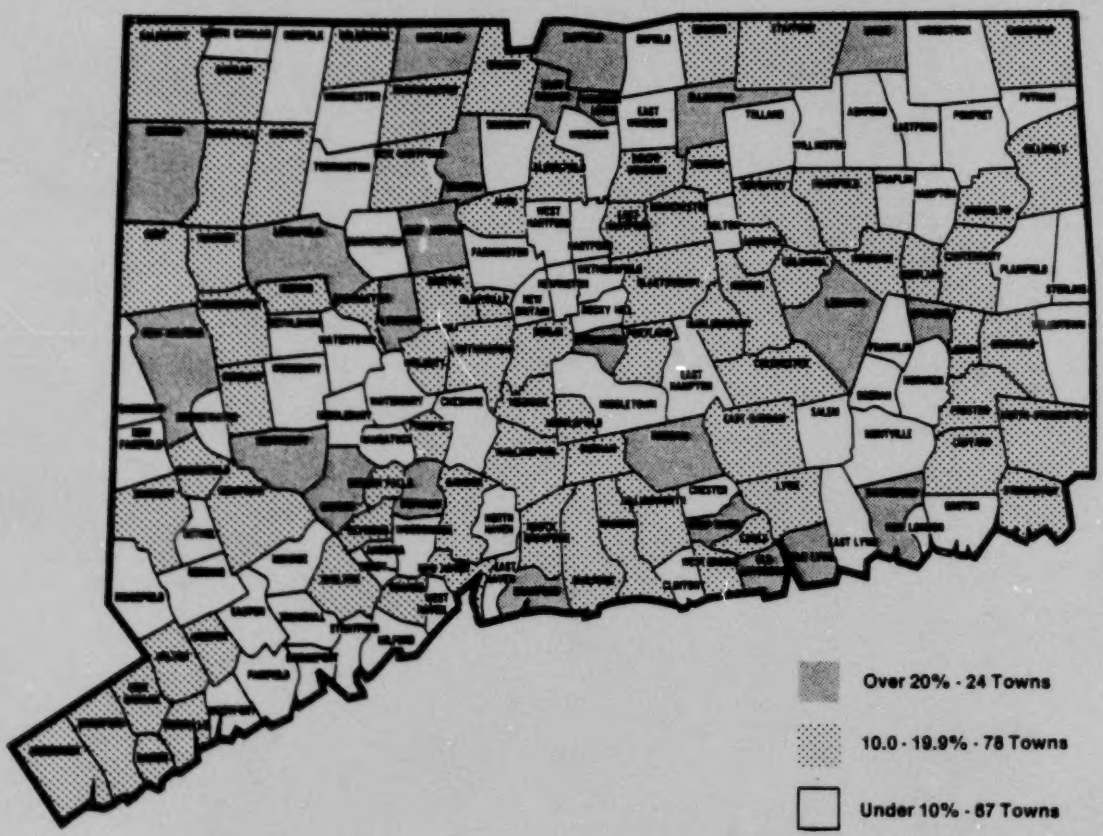
Percent Change in ENGL 1978 to 1979	Low Wealth Towns*	High Wealth Towns*	Total Number	Total Percent
30 - 34.9	1	0	1	.6
25 - 29.9	3	6	9	5.3
20 - 24.9	3	11	14	8.3
15 - 19.9	13	15	28	16.6
10 - 14.9	29	21	50	29.6
5 - 9.9	24	20	44	26.0
0 - 4.9	9	8	17	10.1
Decline	3	3	6	3.6
Total	**85**	**84**	**169**	**100.0**

* Wealth is the adjusted equalized net grant list per capita used in the calculation of the 1981 - 82 GTB grant. It equals the 1978 equalized net grand list capita (1977 population) adjusted by the ratio of the town's 1976 per capita income to the per capita income of the wealthiest town. A median split was utilized to determining low and high wealth towns.

Source: Unpublished data, School Finance Equalization Management System, Connecticut State Department of Education, December 1981.

FIGURE 1.10

CHANGE IN CONNECTICUT TOWNS' EQUALIZED NET GRAND LISTS (ENGL) 1978 TO 1979



Towns' equalized net grand lists grew an average of 11% between 1978 and 1979.

TABLE 1.11

CHANGE IN EDUCATIONAL TAX RATES*
1979 TO 1980

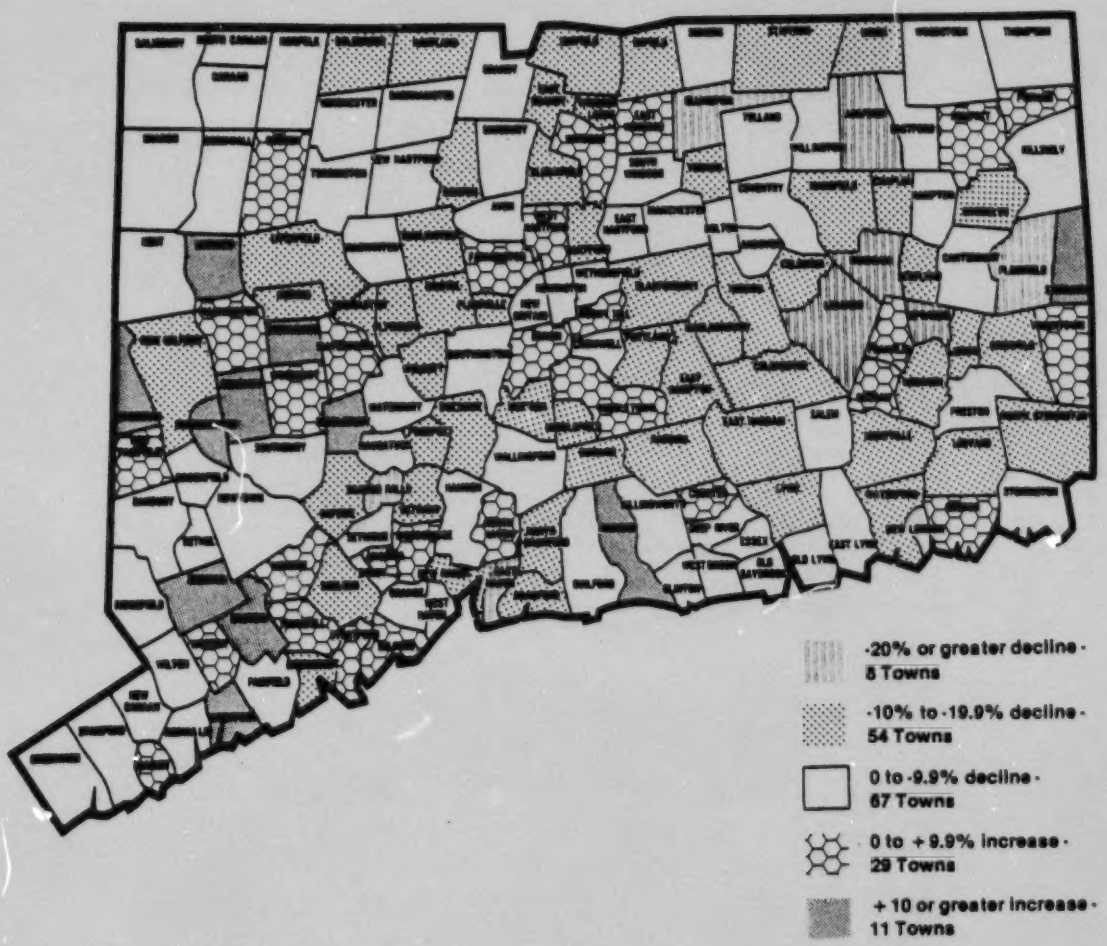
Percent Change 1979 to 1980	Quartile of 1979 Educational Tax Rate				
	1st (low)	2nd	3rd	4th (High)	Total
20% & Over Increase	1	0	0	0	1
15 - 19.9% Increase	3	2	0	0	5
10 - 14.9% Increase	4	1	0	0	5
5 - 9.9% Increase	6	2	0	0	8
0 - 4.9% Increase	5	9	6	1	21
0 - 4.9% Decline	9	8	11	5	33
5 - 9.9% Decline	8	10	7	9	34
10 - 14.9% Decline	6	3	12	13	34
15 - 19.9% Decline	0	7	6	7	20
20 - 24.9% Decline	0	1	0	4	5
25 - 29.9% Decline	0	0	0	2	2
30% & Over Decline	0	0	1	0	1
Total	**42**	**43**	**43**	**42**	**169**

* The educational tax rate for 1979 is the unaudited 1979 - 80 net current local expenitures for education (NCLE) divided by the town's 1978 equalized net grand list (ENGL); that for 1980 is the unaudited 1980 - 81 NCLE divided by the 1979 ENGL.

Source: Unpublished data, School Finance Equalization Management Information System, Connecticut State Department of Education, January 1982.

FIGURE 1.11

CHANGE IN EDUCATIONAL TAX RATES 1979 TO 1980


-20% or greater decline - 8 Towns
-10% to -19.9% decline - 54 Towns
0 to -9.9% decline - 67 Towns
0 to +9.9% increase - 29 Towns
+10 or greater increase - 11 Towns

The median educational tax rate declined 6.5% between 1979 and 1980.

TABLE 1.12

CHANGE IN CONNECTICUT TOWNS' AVERAGE DAILY MEMBERSHIP 1975 - 76 TO 1980 - 81

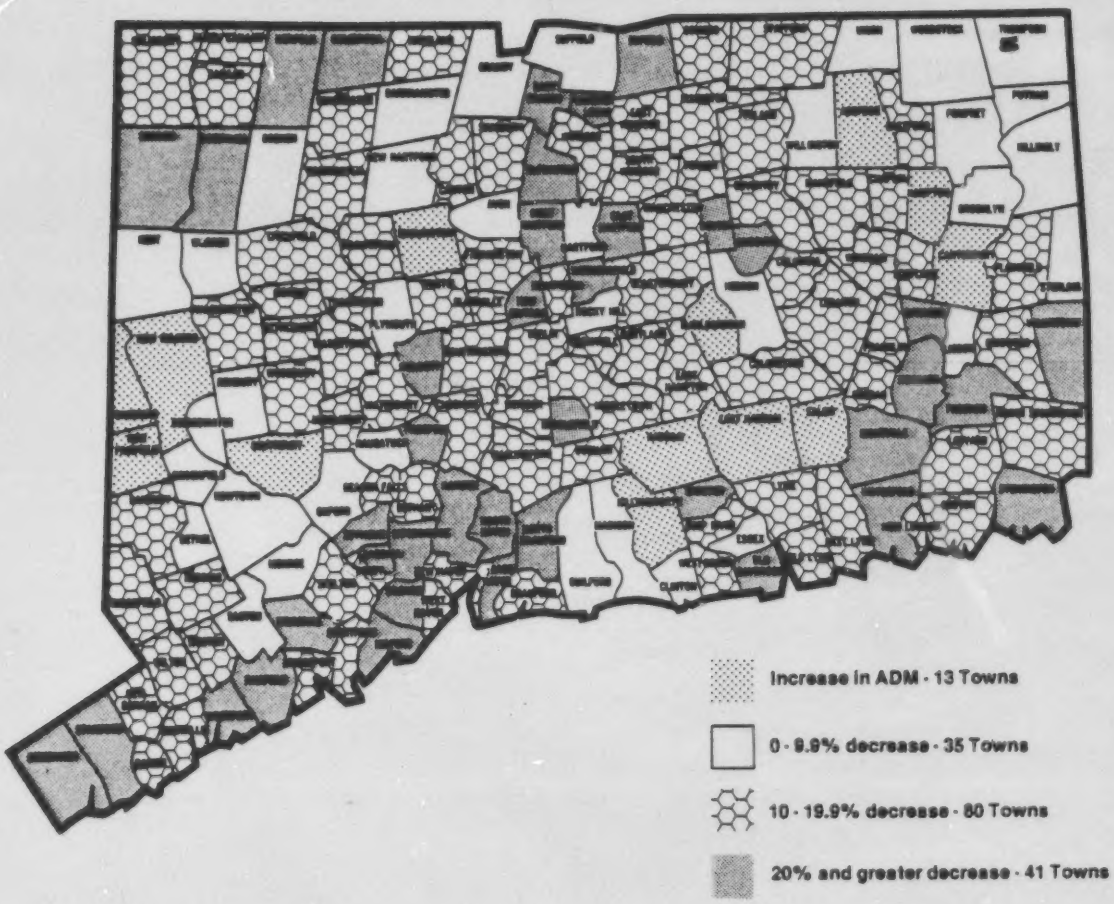
Percent Change	Type of Community: Large City	Fringe City	Medium City	Small Town: Suburban	Small Town: Emerging Suburban	Small Town: Rural	Total
+ 15 to + 19.9					1		1
+ 10 to + 14.9					0		0
+ 5 to + 9.9				1	4		5
+ 0 to + 4.9				0	3	4	7
- 0 to - 4.9				5	2	8	15
- 5 to - 9.9	1	2		4	6	7	20
- 10 to - 14.9	2	2	3	11	5	9	32
- 15 to - 19.9	1	6	10	12	10	9	48
- 20 to - 24.9	1	11	3	9	3	5	32
- 25 to - 29.9		2	2	2	0	1	7
- 30 to - 34.9				1	1		2
Total	**5**	**23**	**18**	**45**	**35**	**43**	**169**

Sources: "Per Pupil Aid to Pupil School Operation Paid During 1976 - 77, on account of 1975 - 76 ADM (Final Adjustment)," Connecticut State Department of Education, June 1977.

Unpublished data, School Finance Equalization Management System, Connecticut State Department of Education, December 1981.

FIGURE 1.12

FIVE YEAR CHANGE IN AVERAGE DAILY MEMBERSHIP (ADM) FOR CONNECTICUT TOWNS, 1975 - 76 TO 1980 - 81



Between 1975 - 76 and 1980 - 81 the average daily membership (ADM) of the 169 towns declined an average of 16.5%. None of the state's 45 cities gained in ADM in this period.

TABLE 1.13

CONCENTRATION OF MINORITY STUDENTS, BY TYPE OF COMMUNITY 1975 TO 1980

Minority Enrollment by Community Type [1]

Fall of School Year		Large City	Fringe City	Medium City	Small Towns			Vocational Technical	Project Concern	Total [3]
					Suburban	Emerging Suburban	Rural [2]			
1980	No.	61,399	9,603	17,554	2,770	1,660	1,291	1,832	1,388	97,497
	Pct.	63.0	9.8	18.0	2.8	1.7	1.3	1.9	1.4	100%
1979	No.	61,473	9,328	17,064	2,725	1,616	1,243	1,632	1,386	96,467
	Pct.	63.7	9.7	17.7	2.8	1.7	1.3	1.7	1.4	100%
1978	No.	62,035	8,991	16,870	2,815	1,571	1,092	1,495	1,428	96,297
	Pct.	64.4	9.3	17.5	2.9	1.6	1.1	1.6	1.5	100%
1977	No.	62,670	8,649	17,146	2,695	1,556	1,069	1,436	1,436	96,657
	Pct.	64.8	8.9	17.7	2.8	1.6	1.1	1.5	1.5	100%
1976	No.	62,779	8,244	16,787	2,560	1,515	1,012	1,084	1,357	95,338
	Pct.	65.8	8.6	17.6	2.7	1.6	1.1	1.1	1.4	100%
1975	No.	63,891	7,746	16,253	2,339	1,524	955	1,062	1,199	94,969
	Pct.	67.3	8.2	17.1	2.5	1.6	1.0	1.1	1.3	100%

1 Small town categories are based upon the proposed 1980 standard metropolitan statistical areas of the Census Bureau.

2 Includes E.O. Smith

3 Excludes students in the endowed and incorporated academies.

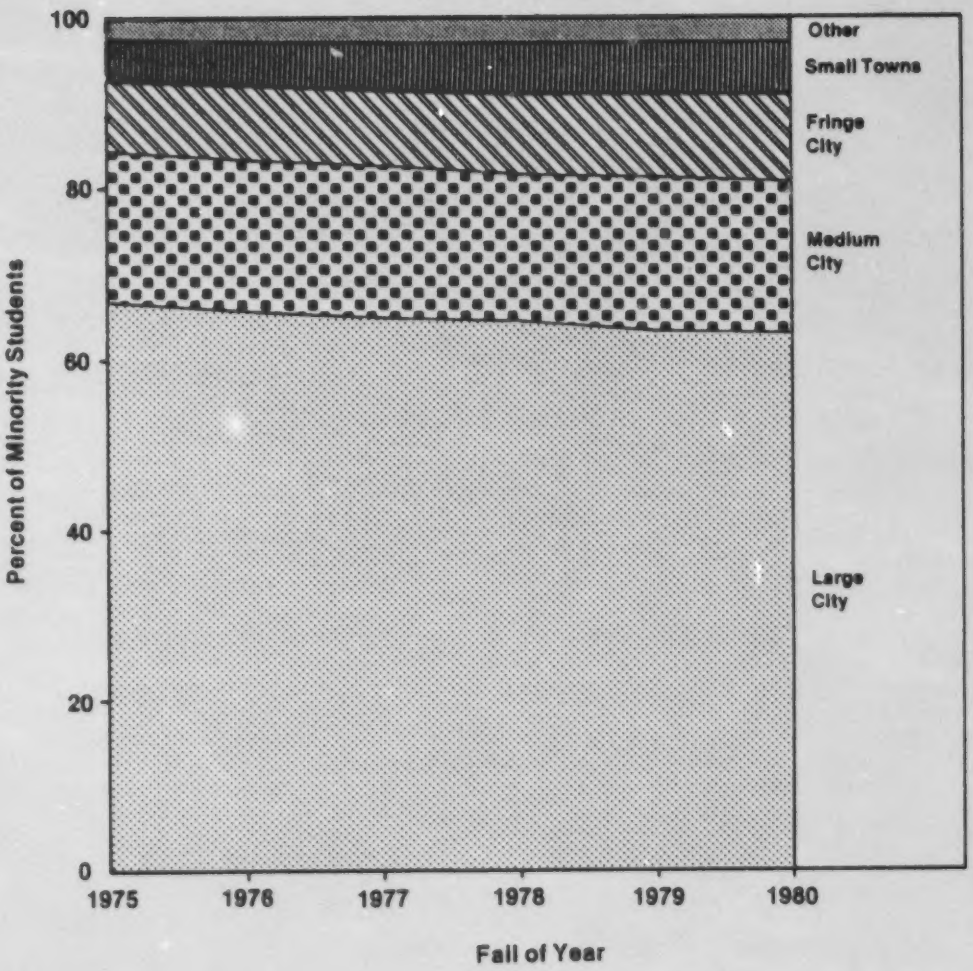
Sources: Unpublished data, CSDE form ED 152, "Racial Survey," 1978, 1977, 1976, 1975.

"Minority Pupils and Staff in the Connecticut Public Schools, October 1, 1979," Connecticut State Department of Education, February 1980.

"Minority Pupils and Staff in the Connecticut Public Schools, October 1, 1980," Connecticut State Department of Education, January 1981.

FIGURE 1.13

CONCENTRATION OF MINORITY STUDENTS, BY TYPE OF COMMUNITY 1975 TO 1980



The percentage of minority students educated in the large city public schools declined from 67.3% in 1973 to 63.0% in 1980.

TABLE 1.14

RACIAL IMBALANCE IN CONNECTICUT PUBLIC SCHOOLS 1976 TO 1980

Fall of School Year	School	Deviation Level [1] 0 - 4.9% None	5 - 14.9% Low	15 - 24.9% Moderate	25% & Above [2] Severe
1980	Number	772	162	75	38
	Percent	73.7%	15.5%	7.2%	3.6%
1979	Number	799	142	70	56
	Percent	74.9%	13.3%	6.6%	5.2%
1978	Number	805	140	83	56
	Percent	74.3%	12.9%	7.7%	5.2%
1977	Number	818	144	75	71
	Percent	73.9%	13.0%	6.8%	6.4%
1976	Number	858	121	82	67
	Percent	76.1%	10.7%	7.3%	5.9%

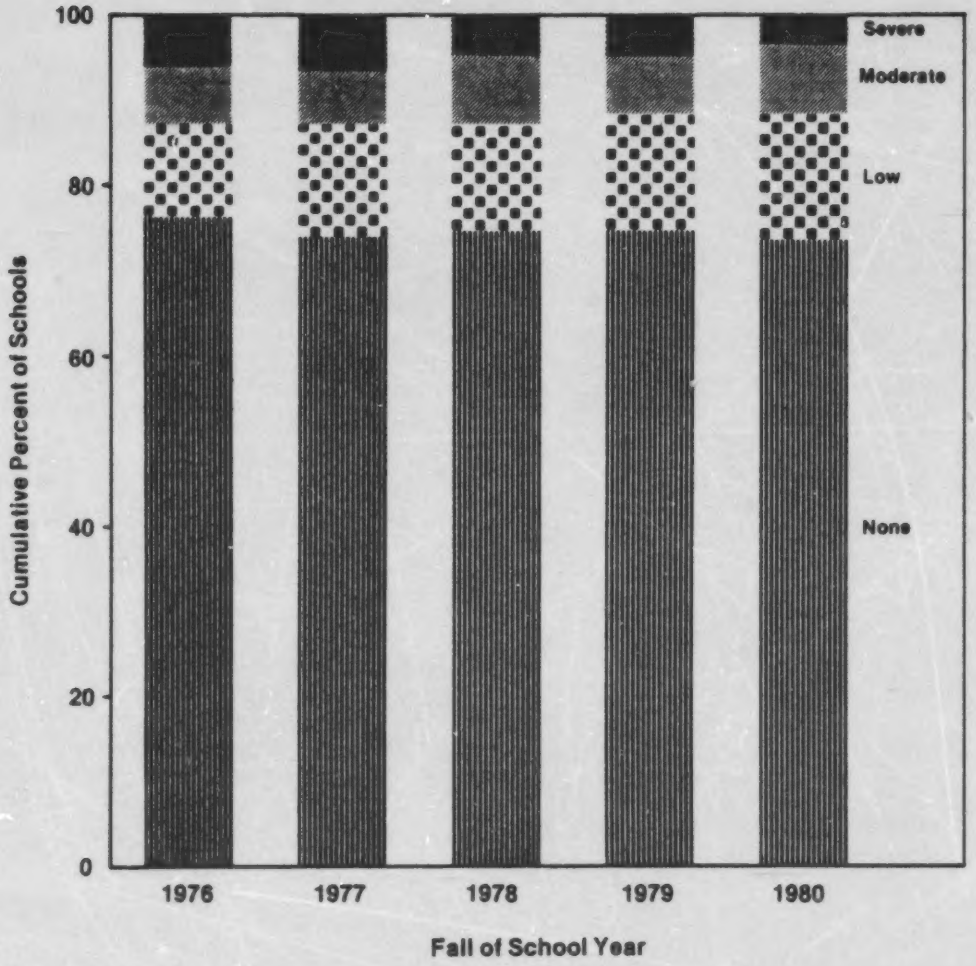
1 The absolute deviation of a school from the comparable town minority percentage. The comparable town minority percentage is the percentage of the public school minority students within a school district in the grade range of that school.

2 Districts with schools in this category are required to submit to the State Board of Education a plan to remedy racial imbalance under CGS 10-226 a-e.

Sources: Unpublished data, CSDE form ED 152, "Racial Survey," 1976, 1977, 1978, 1979, 1980.

FIGURE 1.14

RACIAL IMBALANCE IN CONNECTICUT PUBLIC SCHOOLS 1976 TO 1980



Connecticut has made significant progress in improving the racial balance of its schools. Since 1977, 33 severely imbalanced schools have been closed or redistricted, including 18 in the past year.

TABLE 1.15

PROJECT CONCERN
1971 TO 1980

Number of Project Concern Students From Sending Towns

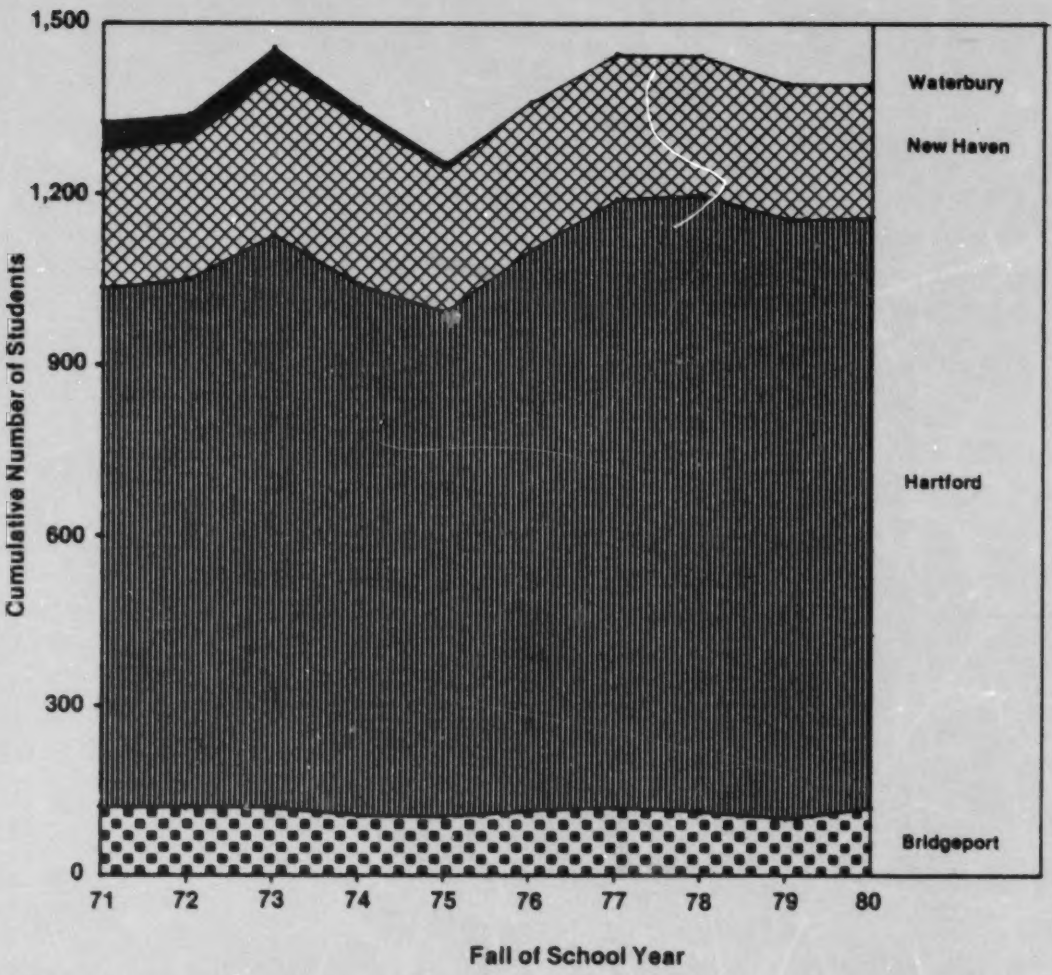
Fall of Year	Bridgeport	Hartford	New Haven	Waterbury	Total
1980	118	1046	229	-	1393
1979	101	1059	235	-	1395
1978	114	1085	242	-	1441
1977	121	1073	252	-	1446
1976	116	988	262	-	1366
1975	108	887	252	10	1257
1974	108	936	290	19	1353
1973	123	1005	286	32	1446
1972	125	923	250	43	1341
1971	122	917	240	47	1326

Sources: "Minority Pupils and Staff in the Connecticut Public Schools, Connecticut State Department of Education, February 1980, March 1979, March 1978.

"The Distribution of Minority Pupils and Staff in the Public Schools of Connecticut," Connecticut State Department of Education, 1971, 1972, 1973, 1974, 1975, 1976, 1977.

FIGURE 1.15

PROJECT CONCERN
1971 TO 1980



Project Concern is a voluntary interdistrict effort in which disadvantaged pupils are accepted by suburban districts. In 1980 suburbs received 1,393 students from Bridgeport, Hartford and New Haven. In the past ten years participation has varied by fewer than 200 students.

17

TABLE 1.16

NUMBER OF PUBLIC SCHOOLS
1975 TO 1980
(Revised)

Fall of School Year	Elementary	Middle / Jr. High	Senior High*	Alternative / Pre - Kindergarten / Special Education	Total
1980	695	166	140	38	1039
1979	713	169	140	35	1057
1978	733	171	140	36	1080
1977	753	170	140	35	1098
1976	774	169	140	34	1117
1975	790	168	140	33	1131

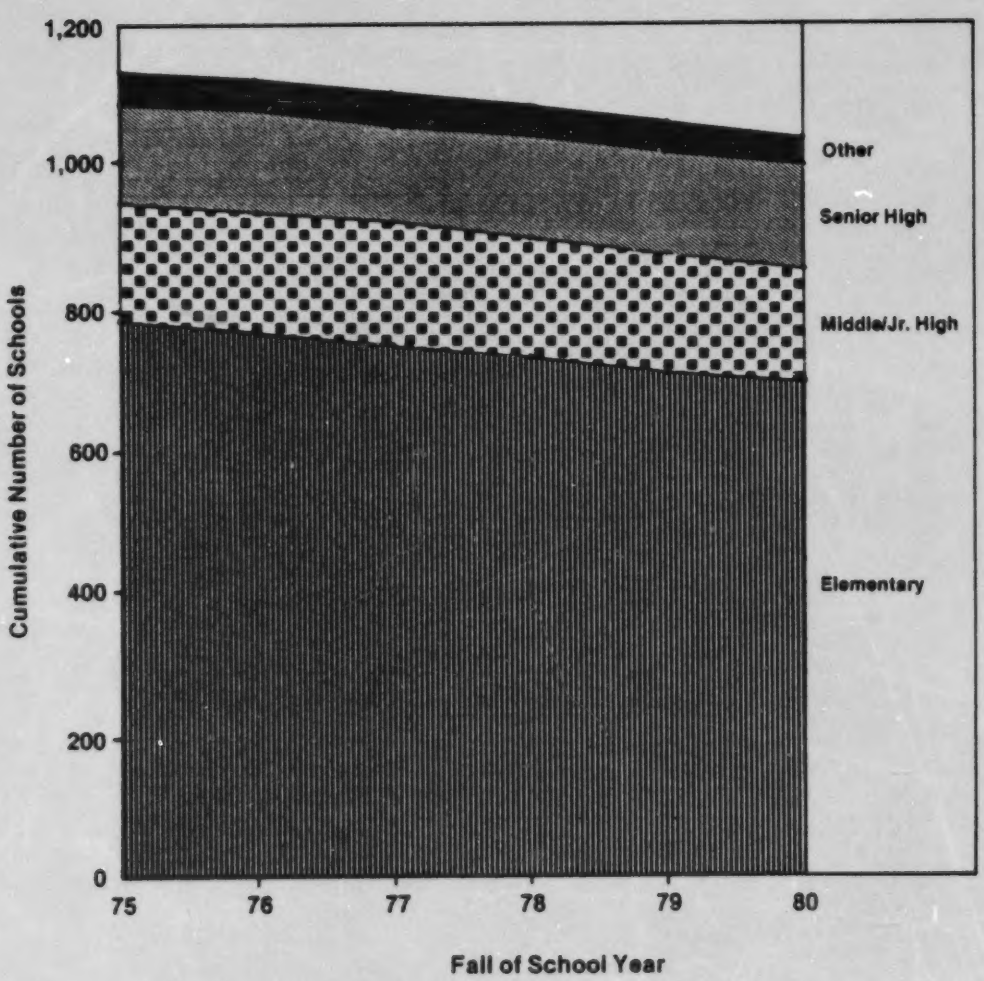
* Excludes E.O. Smith; Gilbert, Norwich Free, and Woodstock Academies and alternative high schools.

Sources: Unpublished data, CSDE form ED 152, "Racial Survey," 1981, 1980, 1979, 1978, 1977, 1976.

Unpublished data, CSDE form ED036, "School Opening Enrollment and Directory Data," 1975.

FIGURE 1.16

NUMBER OF PUBLIC SCHOOLS
1975 TO 1980
(Revised)



In response to declining enrollments, 56 districts have closed schools since 1975. Since then there has been a net decline of 95 elementary schools. The number of middle/jr. high schools has declined by 5 from the 1978 peak, and the number of high schools has remained unchanged.

II. STUDENT ENROLLMENT AND PROGRAMS

While the number of school age children in Connecticut has declined, enrollment in programs designed to meet the special needs of students has increased. For example, enrollment grew in programs serving prekindergarten, special education, compensatory education, gifted and talented, bilingual and vocational technical school students. Other changes in the past ten years included increased numbers of college - bound minority students, greater female participation in athletics, and a growing similarity in the number and type of courses taken by college - bound male and female students. In programs serving adults changes included increases in enrollment (especially among minorities) in Adult Basic Education but decreases in general adult education and vocational rehabilitation program enrollment.

Between 1971 and 1980 the student population in Connecticut's local public, vocational - technical and non - public schools declined 18.3% from 770,114 to 629,141 (see Table 2.01). This decline has been far from uniform across the three school types. The local public school fall enrollment of 535,701 in 1980 was about 131,000 (19.7%) below its 1971 peak. Between 1971 and 1977 enrollment in the nonpublic schools fell 14.6% from 94,165 to 80,403 and since then it has been within 510 students of the 1977 count. These enrollments are all well below the 128,611 students enrolled in the nonpublic schools in 1965. Vocational - technical school enrollment increased every year between 1971 and 1980, rising 44.5% from 9,082 to 13,125 students. With these changes the percentage of students in the nonpublic schools has increased from a low of 11.2% in 1974 to 12.8% in 1980.

The decline in enrollment in the public schools has begun to diminish in the elementary grades and is beginning to affect the secondary grades (see Table 2.02). Elementary (prekindergarten through grade 8 plus special education) enrollment of 364,220 in 1980 was 25.3% (123,196) below the 1970 peak and is expected to decline by about 52,000 more students by 1985. Between 1985 and 1995 elementary enrollment is projected to return to slightly more than the 1981 level and then decline. The 184,606 students enrolled in 1980 in the secondary grades of the state's local public schools, vocational - technical schools, E.O. Smith and the three endowed and incorporated academies was 8.9% below the 1975 peak of 202,662. Between 1980 and 1991 these enrollments are expected to decline by 69,000 more students (37.3%).

Pre - kindergarten fall enrollment grew significantly between 1971 and 1980 despite the reduced number of births in that period. In 1980 there were 4,371 children in prekindergarten programs in 47 public school districts (see Table 2.03). This compares favorably with the 2,450 children enrolled in 23 districts in 1970, but it slightly below the 1979 level. Between 1971 and 1980 enrollment in nonpublic pre-kindergarten programs (in facilities also serving school age children) rose from 703 to 1,601. Between 1971 and 1980 combined enrollment in pre-kindergarten programs rose 89% from 3,153 to 5,972.

Compensatory Education programs were established in 1965 to accelerate the learning of low achieving pupils in the basic skills of reading, language arts and mathematics. In 1980 these program served 59,690 students, a number exceeded once in the past ten years (see Table 2.04). This count represented 9.6% of all students, the highest percentage in the past ten years. In the public schools, enrollment in these programs has increased every year since 1973 - 74. In 1980 compensatory education programs served 55,730 public school children, 10.4% of the local public population.

Between 1977 - 78 and 1980 - 81 the number of students in special education programs increased 19.7% from 61,181 to 73,251 (see Table 2.05). Over 13% of public school children received some special education service in 1980 - 81 compared to 10% three years ago (see Table 2.06). In that period two areas, learning disabled and social or emotional maladjustment, grew by more than 30%. The gifted and talented count increased from 3,898 to 6,768 students, but part of that growth was due to improved reporting of children. (This count still underestimates the number of children in gifted and talented programs, however).

The number of programs for gifted and talented students have grown rapidly since their inception in 1967 - 68. In 1980 - 81 there were 155 programs compared to 31 in 1971 - 72 and 4 in the initial year (see Table 2.07). These programs now serve students in 132 of the state's 165 school districts.

Connecticut's bilingual education program is one of several programs available to the limited English proficient student. Under C.G.S. 10-17f districts with schools having twenty students from the same language background with limited English proficiency must provide a bilingual education program. A count of students meeting these criteria (as eligibility for state funding) began in 1977. The initial eligibility count was 10,405, rose to 11,642 in 1978, and had declined to 9,600 in 1980 (see Table 2.08). Despite the overall decline, three new

programs, Albanian and Laotian in 1979 and Vietnamese in 1980, have been added to the initial programs in Greek, Italian, Polish, Portuguese and Spanish.

Enrollment in the secondary and long - term adult programs in Connecticut's vocational - technical schools has increased every year in the past ten, but the rate of growth has declined (see Table 2.09). Between 1971 and 1977 enrollment grew at an annual rate of 5.4% from 9,082 to 12,464. Since 1977 it has grown at an annual rate of 1.7% bringing the 1980 enrollment to 13,125. Between 1971 and 1980 the number of females more than doubled. The 3,041 females enrolled in 1980 represented 23.2% of the students compared to 14.6% in 1971.

Between 1971 and 1977 the number of applicants to the vocational - technical schools rose steadily from 7,188 to 9,939 (see Table 2.10). The 8,649 applicants in 1980 were about 150 more than in 1979 but well below the 1977 peak. This pattern held for both male and female applicants. To compensate for the reduced number of applicants the acceptance rate has increased from 50% in 1976 to 59% in 1980.

Although the 1980 minority enrollment of 95,665 was the largest ever, it was within 500 students of the 1977 count (see Table 2.11). Minorities now comprise 18.1% of the local public school students compared to 12.6% in 1971. Increasing enrollment is not the trend for all minority groups, however. Black enrollment has declined for the past five years; the 57,937 Black students enrolled in 1980 were 6.8% below the 1975 count. Enrollments of both Hispanic and other minorities (Asian American and American Indians, aggregated) have grown steadily since 1971. In that period Hispanic enrollment increased 49.8% to 31,926 and the enrollment of other minorities increased over threefold to 5,803.

As the number of minority students has increased so has the number and percentage of minority students who are college - bound (see Table 2.12). In 1980 - 81 the College Board reported that 2,412 (9.0%) of the students taking the Scholastic Aptitude Tests were minorities. This was 50.8% greater than the number reported in 1974 - 75 when 6.7% of the college - bound public and nonpublic school seniors were reported as minorities. These numbers are likely to underestimate the number of minority students who are college - bound as 83% of students typically respond to the question on race/ethnic background.

Participation rates in high school activites reported by college - bound seniors changed between 1974 - 75 and 1980 - 81 (see Table 2.13). Participation in departmental or preprofessional clubs, religious organizations, social or community clubs and student activities declined for both males and females as did female participation in journalism, debating and dramatics and ethnic organizations. Female participation in athletics and participation in art, music or dance increased. With the exception of athletics, females reported higher participation rates than males.

The college - bound students in the class of 1981 took, on average, more high school courses in mathematics and physical sciences but fewer in foreign languages than their peers in 1973 (see Table 2.14). Compared to students nationwide, Connecticut's college - bound seniors averaged more years of study (especially foreign languages) in all areas except social studies. Although females took more foreign language courses but fewer mathematics, physical science, and social studies courses then males, the differences appeared to narrow slightly between 1973 and 1981.

Adult Education programs provide people the opportunity to take courses to upgrade their education, develop a new skill or for the enjoyment of learning. In 1980 - 81 there were 136,241 residents enrolled in 7,138 adult education classes (see Table 2.15). Both the enrollment and number of classes were about 3% below their 1978 - 79 levels. Enrollment was up 3,000 over 1978 - 79 levels in Adult Basic Education, Citizenship and Junior High level courses but down by about 7,300 in high school level subjects and review for the GED examination. In other areas enrollment was up in business and commercial/vocational - technical courses and classes for older adults and special groups but down in home economics, non - credit academic, and non - vocational - technical courses.

The 1980 - 81 Adult Basic Education enrollment of 22,288 was 13.7% greater than the prior year and 120.7% greater than 1972 - 73 (see Table 2.16). Most notable was the increase in minority enrollment in 1980 - 81. Compared to the prior year, Black enrollment of 4,225 was up 88.6%, Hispanic enrollment of 5,122 was up 40.3% and other minority enrollment of 2,604 was up 36.5%.

Adults with a physical or mental disability which is a substantial handicap to employment may be served through vocational rehabilitation programs. The number of clients served has declined each year since 1978 and in the fiscal year ending in 1981 was 1,995 (see Table 2.17). This was 12.7% below the 1980 level and 28.7% below the 1978 peak. These programs are supported by federal dollars which have remained constant since 1978.

TABLE 2.01

ELEMENTARY AND SECONDARY SCHOOL FALL ENROLLMENT: PUBLIC AND NONPUBLIC 1971 TO 1980

Fall of School	Local Public[1]		Vocational-Technical		Nonpublic[2]		
Year	No.	Pct.	No.	Pct.	No.	Pct.	Total
1980	535,701	85.1	13,125	2.1	80,315	12.8	629,141
1979	556,577	85.8	12,527	1.9	79,893	12.3	648,997
1978	581,246	86.2	12,511	1.9	80,171	11.9	673,923
1977	603,925	86.7	12,464	1.8	80,403	11.5	696,792
1976	623,177	86.9	11,823	1.6	82,195	11.5	717,195
1975	640,879	87.2	11,570	1.6	82,552	11.2	735,001
1974	649,772	87.3	11,037	1.5	83,229	11.2	744,038
1973	656,645	87.2	10,443	1.4	85,681	11.4	752,769
1972	664,761	87.0	9,618	1.3	89,562	11.7	763,941
1971	666,867	86.6	9,082	1.2	94,165	12.2	770,114

1 Includes three endowed and incorporated academies, D.C.Y.S., D.M.R. and Corrections.
2 Residents of Connecticut only. Prior to 1972, resident enrollment was estimated as 94.5% of total enrollment. Enrollments in 1973 and 1974 are estimates.

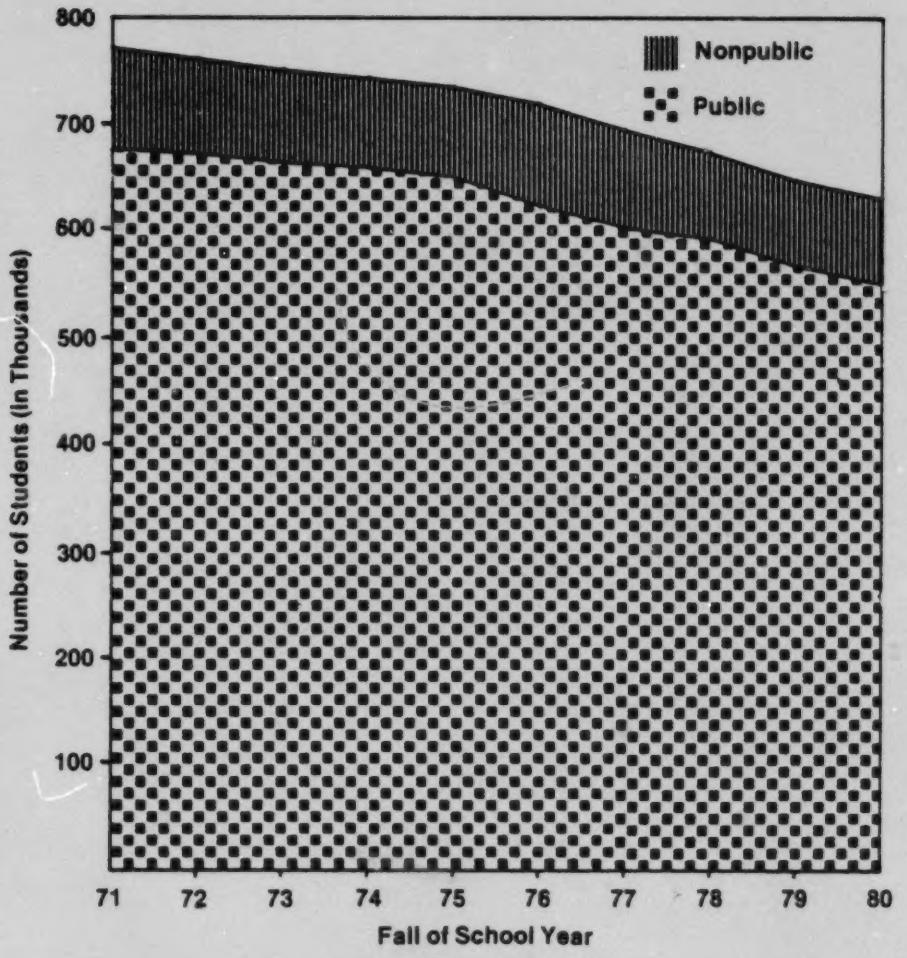
Sources: "Local Public School Enrollment and Enrollments in Other Educational Facilities," Connecticut State Department of Education.

"Nonpublic School Report," Connecticut State Department of Education, 1980.

Unpublished data, CSDE Form ED159, Nonpublic School Report, Connecticut State Department of Education, August 1981.

FIGURE 2.01

ELEMENTARY AND SECONDARY SCHOOL FALL ENROLLMENT: PUBLIC AND NONPUBLIC 1971 TO 1980



Public school enrollment declined by 18.8% between 1971 and 1980. Nonpublic school enrollment declined 14.6% between 1971 and 1977 and has remained essentially unchanged since then. In 1980 the public schools enrolled 87.2% of students in Connecticut.

TABLE 2.02

PROJECTED FALL ENROLLMENT IN CONNECTICUT'S PUBLIC SCHOOLS

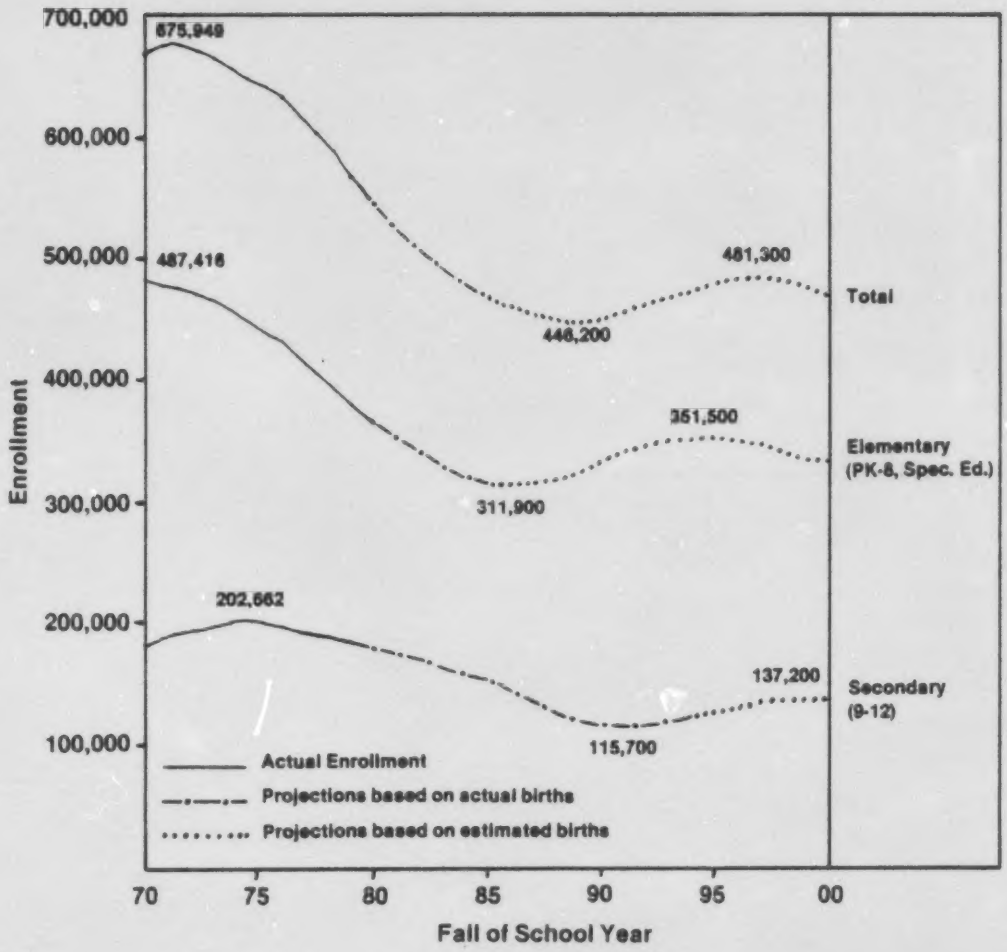
School Year	Elementary (Pre K - 8, Sp. Ed.)	Secondary (9 - 12, Post Grad)	Total	Pct. Change Prior Peak/Valley
		ACTUAL		
1970	487,416*	183,730	671,146	-
1971	483,836	192,113	675,949*	-
1972	476,604	197,775	674,379	- 0.2
1973	467,868	199,220	667,088	- 1.3
1974	459,779	201,010	660,789	- 2.2
1975	449,787	202,662*	652,449	- 3.5
1976	434,403	200,637	635,000	- 6.1
1977	416,172	200,597	616,389	- 8.8
1978	396,975	196,782	593,757	-12.2
1979	378,962	190,142	569,104	-15.8
1980	364,220	184,606	548,826	-18.8
		PROJECTED		
1981	348,561	176,741	525,302	-22.3
1982	337,280	168,121	505,401	-25.2
1983	326,559	162,310	488,869	-27.7
1984	317,196	158,827	476,023	-29.6
1985	311,908 +	154,289	466,197	-31.0
1986	312,173	146,684	458,857	-32.1
1987	315,224	137,203	452,427	-33.1
1988	320,441	126,827	447,268	-33.8
1989	326,919	119,276	446,195 +	-34.0
1990	333,800	116,325	450,125	+ 0.9
1991	339,750	115,681 +	455,431	+ 2.1
1992	345,001	117,329	462,330	+ 3.6
1993	348,590	120,040	468,630	+ 5.0
1994	350,820	123,201	474,021	+ 6.2
1995	351,488*	126,509	477,997	+ 7.1
1996	350,817	129,450	480,067	+ 7.6
1997	348,755	132,508	481,263*	+ 7.9
1998	344,712	134,758	479,470	- 0.4
1999	339,570	136,391	475,961	- 1.1
2000	333,481	137,197*	470,678	- 2.2

*Peak
+ Valley

Source: "Connecticut Public School Enrollment Projections 1980," Connecticut State Department of Education, 1980.

FIGURE 2.02

PROJECTED FALL ENROLLMENT IN CONNECTICUT'S PUBLIC SCHOOLS



Fall 1980 elementary enrollment was 123,187 students (25.3%) below its 1970 peak and is expected to decline by about 52,000 more students by 1985. Between 1985 and 1995 it is expected to increase by around 46,000 students. The 1980 secondary enrollment was 18,055 students (8.9%) below the 1975 peak and is expected to decline by about 69,000 students (37.3%) by 1991.

TABLE 2.03

PRE - KINDERGARTEN FALL ENROLLMENT IN CONNECTICUT PUBLIC AND NONPUBLIC SCHOOLS, 1971 TO 1980

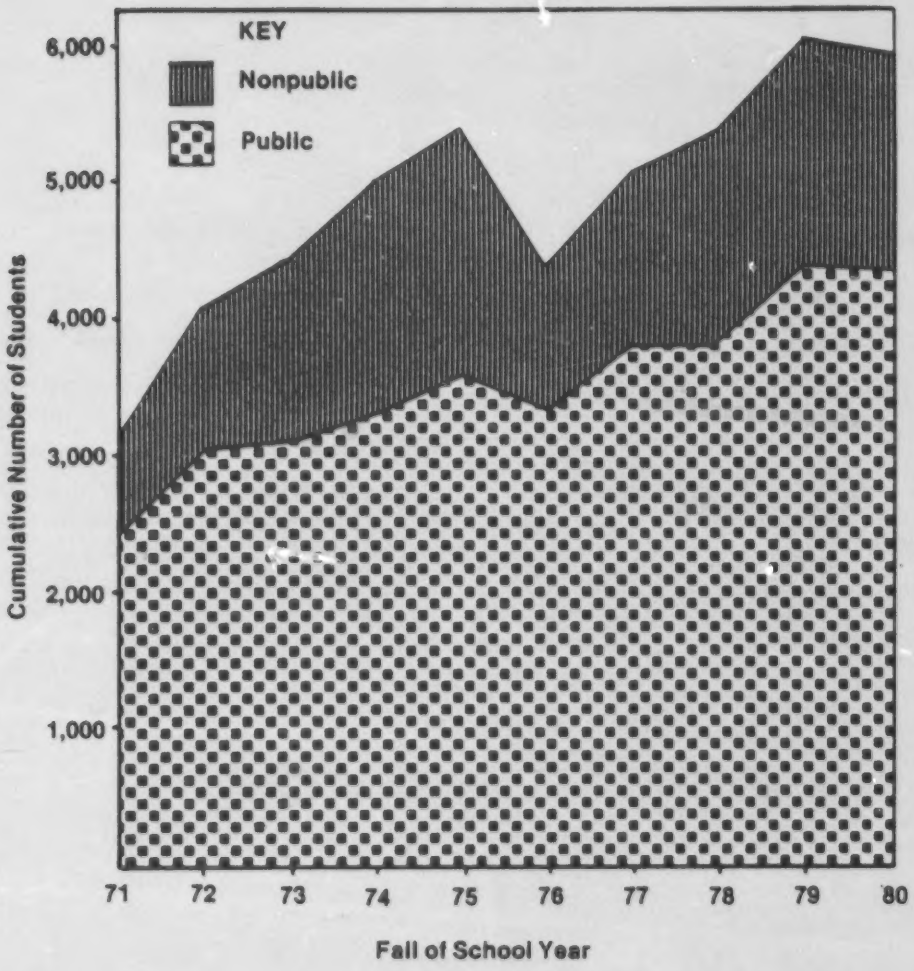
Year	Public		Nonpublic	Total
	Students	Districts	Students	Students
1980	4371	47	1601	5972
1979	4390	50	1617	6007
1978	3828	46	1581	5409
1977	3808	46	1272	5080
1976	3353	44	1042	4395
1975	3621	35	1769	5390
1974	3309	35	1725	5034
1973	3123	32	1347	4470
1972	3088	30	1043	4131
1971	2450	23	703	3153

Sources: "Local Public School Enrollment and Enrollment in Other Educational Facilities," Connecticut State Department of Education, 1971 tnru 1980.

Unpublished data, CSDE Form ED159, Nonpublic School Report, Connecticut State Department of Education, August 1981.

FIGURE 2.03

PRE-KINDERGARTEN FALL ENROLLMENT IN CONNECTICUT PUBLIC AND NONPUBLIC SCHOOLS 1971 TO 1980



Enrollment in prekindergarten programs rose from 3,153 in 1971 to 5,972 in 1980, an increase of almost 90%. Nationally, nursery/kindergarten enrollment rose through 1975, declined slightly through 1979 and is projected to increase in the 1980's.

TABLE 2.04

ENROLLMENT IN COMPENSATORY EDUCATION PROGRAMS 1971 - 72 TO 1980 - 81

	Public		NonPublic		Total	
School Year	Program Enrl.	Percent of Total Local Enrl.	Program Enrl.	Percent of Nonpublic Enrl.	Program Enrl.	Percent of Students
1980 - 81	55,730	10.4	3,960	4.6	59,690	9.6
1979 - 80	55,526	10.0	4,643	5.4	60,169	9.4
1978 - 79	54,938	9.5	4,257	5.0	59,195	8.9
1977 - 78	51,563	8.5	3,893	4.5	55,456	8.0
1976 - 77	47,608	7.6	3,774	4.3	51,382	7.2
1975 - 76	47,261	7.4	3,865	4.4	51,126	7.0
1974 - 75	46,341	7.1	4,583	5.2	50,924	6.9
1973 - 74	44,415	6.8	3,951	4.4	48,366	6.5
1972 - 73	48,108	7.2	4,084	4.3	52,192	6.9
1971 - 72	46,361	7.0	4,329	4.3	50,690	6.6

Sources: "Connecticut Compensatory Education Programs," Annual Evaluation Report, 1975 - 76, 1974 - 75, 1973 - 74.

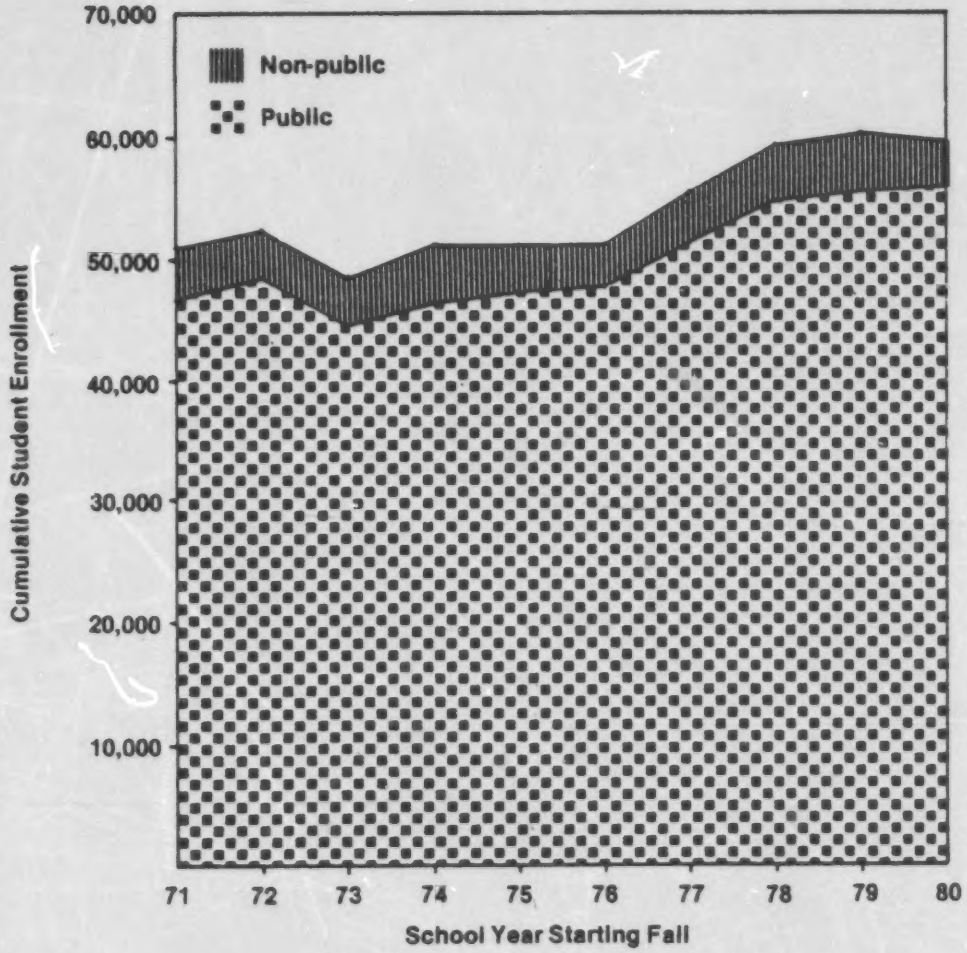
"Connecticut Compensatory Education Programs Fiscal Year 1978 - 79 Annual Program and Achievement Analysis," Connecticut State Department of Education, 1980.

"Connecticut Compensatory Education Programs Fiscal Year 1979 - 80 Annual Program and Achievement Analysis," Connecticut State Department of Education, March 1981.

"Evaluation of Connecticut Compensatory Education Programs Annual Program and Achievement Analysis Fiscal Year 1980 - 81," Connecticut State Department of Education, April 1982.

FIGURE 2.04

ENROLLMENT IN COMPENSATORY EDUCATION PROGRAMS 1971 - 72 TO 1980 - 81



There were 59,690 students enrolled in compensatory education programs in 1980 - 81. These programs served 9.6% of the students enrolled in the public and nonpublic schools, the highest percentage in the past ten years.

TABLE 2.05

PRIMARY EXCEPTIONALITY OF SPECIAL EDUCATION STUDENTS 1977 - 78 TO 1980 - 81

Primary Exceptionality	Number of Students 1				Pct. of Special Education Students			
	77 - 78	78 - 79	79 - 80	80 - 81	77 - 78	78 - 79	79 - 80	80 - 81
Vision Impairment	263	324	302	318	0.4	0.5	0.5	0.4
Hearing Impairment	849	841	883	977	1.4	1.3	1.3	1.3
Speech Impairment	14,169	14,577	14,534	14,999	23.2	22.6	21.7	20.6
Neurological Impairment	439	567	601	665	0.7	0.9	0.9	0.9
Orthopedic Impairment	525	600	547	551	0.9	0.9	0.8	0.8
Mentally Retarded	8,275	8,166	7,437	7,051	13.5	12.7	11.1	9.6
Learning Disabled	21,004	23,094	24,926	28,296	34.3	35.8	37.2	38.6
Social or Emotional Maladjustment	9,085	10,431	11,057	12,017	14.8	16.2	16.5	16.4
Other Health Impairment	282	389	355	386	0.5	0.6	0.5	0.5
Gifted and Talented 2	3,898	3,885	5,135	6,768	6.4	6.0	7.6	9.2
Pregnant	274	194	177	137	0.4	0.3	0.2	0.2
Uncategorized	2,118	1,424	1,107	1,086	3.4	2.2	1.7	1.5
Total	**61,181**	**64,492**	**67,061**	**73,251**	**100.0**	**100.0**	**100.0**	**100.0**

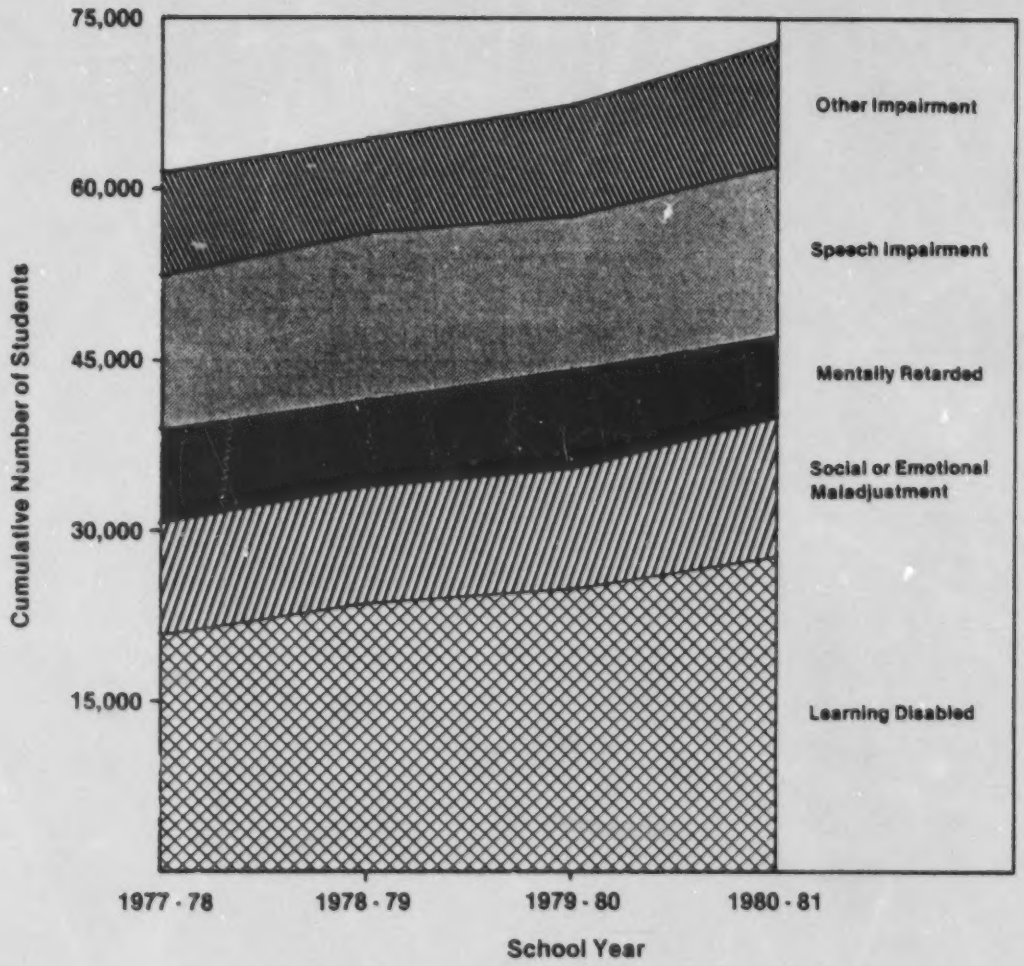
1 Unduplicated count by primary exceptionality.

2 Increase due to improved reporting and program expansion.

Source: "The Special Education Student in Connecticut Public Schools, School Year 1980 - 81," Connecticut State Department of Education, September 1981.

FIGURE 2.05

PRIMARY EXCEPTIONALITY OF SPECIAL EDUCATION STUDENTS 1977 - 78 TO 1980 - 81



In 1980 - 81 there were 73,251 students served in special education programs. This was about 12,000 students (19.7%) more than the number served in 1977 - 78.

TABLE 2.06

PREVALENCE OF SPECIAL EDUCATION STUDENTS IN THE SCHOOL POPULATION, 1977 - 78 TO 1980 - 81

Primary Exceptionality	Percent of all Students [1]			
	1977 - 78	1978 - 79	1979 - 80	1980 - 81
Vision Impairment	0.04	0.05	0.05	0.06
Hearing Impairment	0.14	0.14	0.16	0.18
Speech Impairment	2.35	2.50	2.61	2.73
Neurological Impairment	0.07	0.10	0.11	0.12
Orthopedic Impairment	0.09	0.10	0.10	0.10
Mentally Retarded	1.37	1.40	1.34	1.28
Learning Disabled	3.48	4.00	4.49	5.16
Social/Emotional Maladjustment	1.50	1.80	1.98	2.19
Other Health Impairment	0.05	0.07	0.06	0.07
Gifted and Talented [2]	0.65	0.67	0.92	1.23
Pregnant	0.04	0.03	0.03	0.02
Uncategorized	0.35	0.24	0.20	0.20
Total	**10.13**	**11.10**	**12.05**	**13.35**

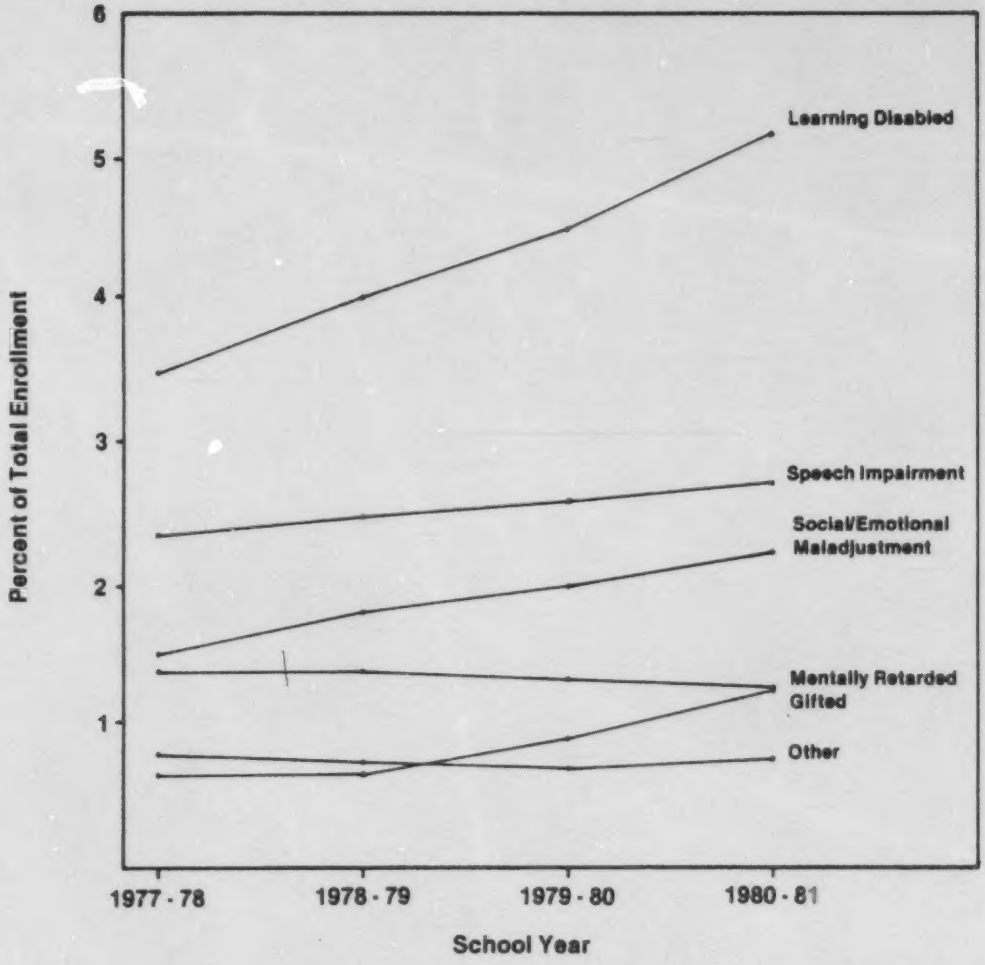
1 Based upon local public school fall enrollment.

2 Increase due to improved reporting and program expansion.

Source: "The Special Education Student in Connecticut Public Schools, School Year 1980 - Connecticut State Department of Education, September 1981.

FIGURE 2.06

PREVALENCE OF SPECIAL EDUCATION STUDENTS IN THE SCHOOL POPULATION 1977 - 78 TO 1980 - 81



The percentage of local public school students receiving special education services increased from 10.1% in 1977 to 13.35 in 1980. Areas of increased prevalence include learning disabled, speech, and social/emotional maladjustment. The increase in gifted and talented is due to improved reporting and increased enrollment.

TABLE 2.07

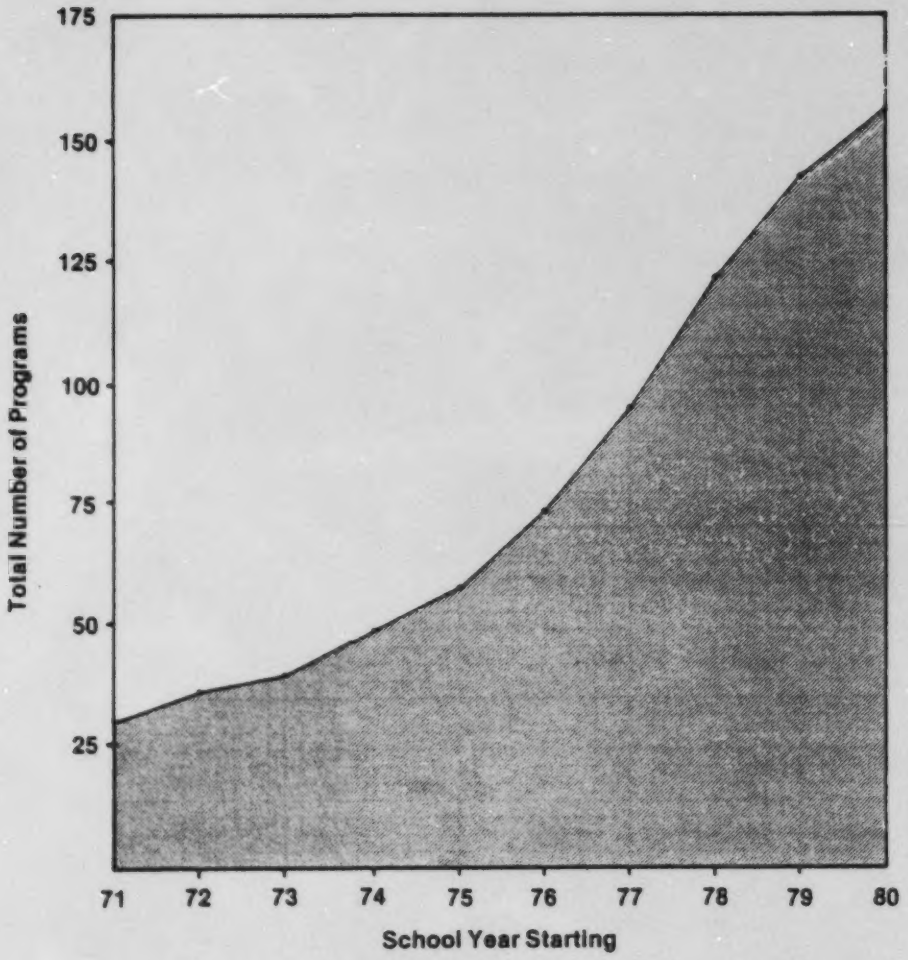
NUMBER OF PROGRAMS FOR GIFTED STUDENTS
1971 - 72 TO 1980 - 81

School Year	Increase in Number of Programs	Total Programs Available
1980 - 81	12	155
1979 - 80	21	143
1978 - 79	27	122
1977 - 78	21	95
1976 - 77	17	74
1975 - 76	8	57
1974 - 75	9	49
1973 - 74	3	40
1972 - 73	6	37
1971 - 72	6	31

Source: Unpublished data, Bureau of Pupil Personnel and Special Education Services, Connecticut State Department of Education, October 1980.

FIGURE 2.07

NUMBER OF PROGRAMS FOR GIFTED STUDENTS 1971 - 72 TO 1980 - 81



In 1980 - 81 twelve programs for gifted and talented students were added bringing the total to 155. This compares with 31 programs available in 1971 - 72 and 4 available in the initial year of 1967 - 68.

TABLE 2.08

ELIGIBILITY FOR STATE FUNDED BILINGUAL EDUCATION PROGRAMS 1977 TO 1980

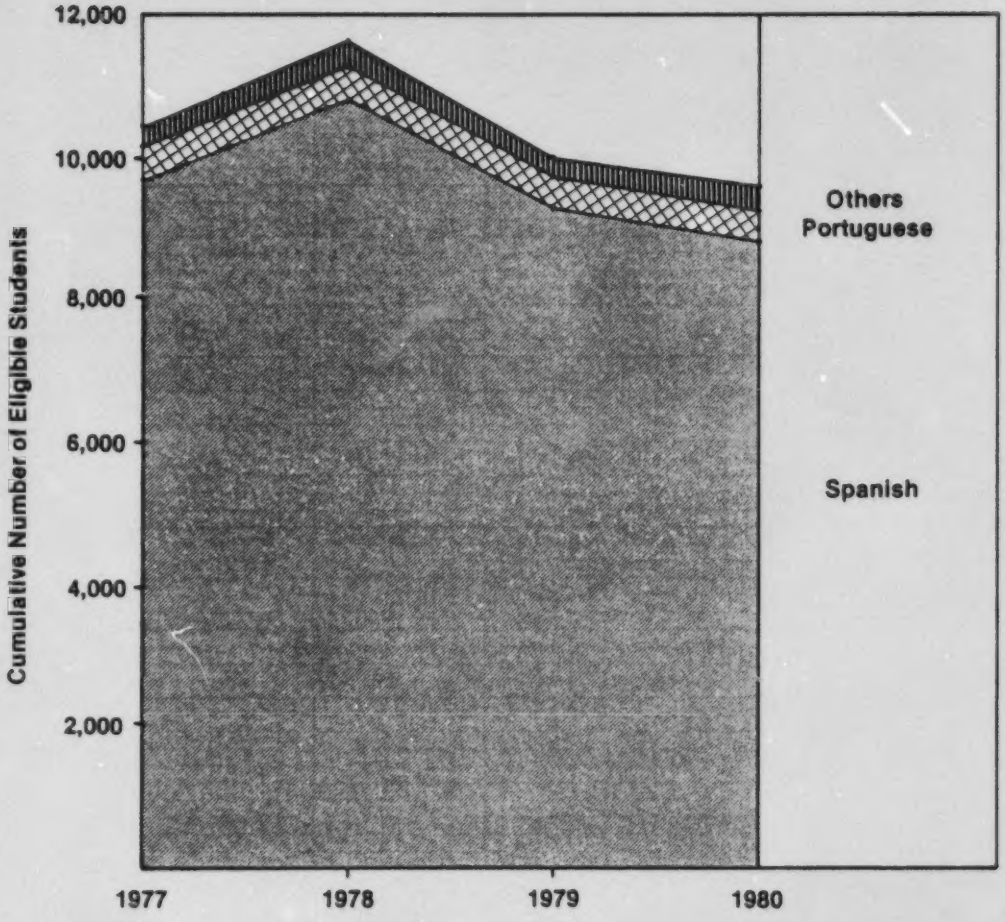
Language*	1977	1978	1979	1980
Albanian	0	0	21	25
Greek	43	40	66	20
Italian	183	210	54	109
Laotian	0	0	33	72
Polish	53	66	35	36
Portuguese	428	500	480	455
Spanish	9,698	10,826	9,328	8,836
Vietnamese	0	0	0	47
Total	**10,405**	**11,642**	**9,997**	**9,600**

*Bilingual programs serve students in schools with at least 20 pupils who speak a particular language and who have demonstrated limited English proficiency. Eligible students are served in the subsequent academic year.

Source: Unpublished CSDE form ED228, "Assessment of Dominant Language and Limited English Proficiency," Connecticut State Department of Education 1977 - 78, 1978 - 79, 1979 - 80, 1980 - 81.

FIGURE 2.08

ELIGIBILITY FOR STATE - FUNDED BILINGUAL EDUCATION PROGRAMS 1977 TO 1980



Although the total number of students eligible to be served in state supported bilingual programs declined for the second consecutive year to 9,600, a new program serving Vietnamese students was funded.

TABLE 2.09

VOCATIONAL - TECHNICAL SCHOOL FALL ENROLLMENT 1971 TO 1980

Year	Male	Female	Total 1
1980	10,084	3,041	13,125
1979	9,752	2,775	12,527
1978	9,789	2,722	12,511
1977	10,011	2,453	12,464
1976	9,699	2,154	11,823
1975	9,655	1,915	11,570
1974	9,361	1,676	11,037
1973	8,965	1,478	10,443
1972	8,230	1,388	9,618
1971	7,724	1,358	9,082

1 Includes secondary and long - term adult enrollments.

Sources: "Vocational - Technical Schools October 1, 1979, Enrollments by Trade, By Grade and By Sex," RR-VTS-3, Connecticut State Department of Education, November 1979.

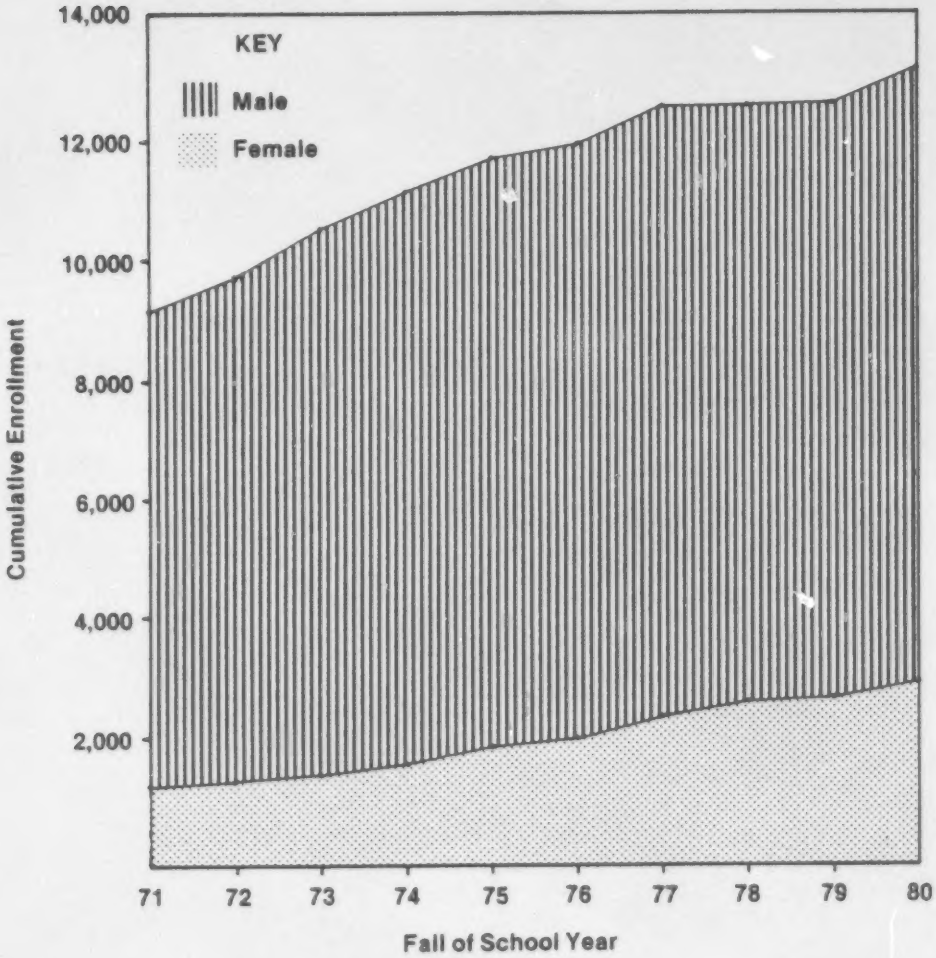
"Vocational - Technical Schools October 1, 1978, Enrollments Three Year Comparison (1976, 77, 78) by School and Sex," RR-VTS-2, Connecticut State Department of Education, February 1979.

Department of Education form ED-078, "Vocational - Technical School Enrollments as of October 1."

"Vocational - Technical Schools October 1, 1980, Enrollments by School, Grade and Sex," RR-VTS-5, Connecticut State Department of Education, October 1980.

FIGURE 2.09

VOCATIONAL - TECHNICAL SCHOOL FALL ENROLLMENT 1971 TO 1980



The Fall 1980 enrollment of 13,125 in the vocational - technical schools was 4.8% over the prior year and 44.5% above the 1971 level. Females comprised 23.2% of the students in 1980 compared to 15% in 1971.

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TABLE 2.10

VOCATIONAL - TECHNICAL SCHOOL APPLICANTS 1971 TO 1980

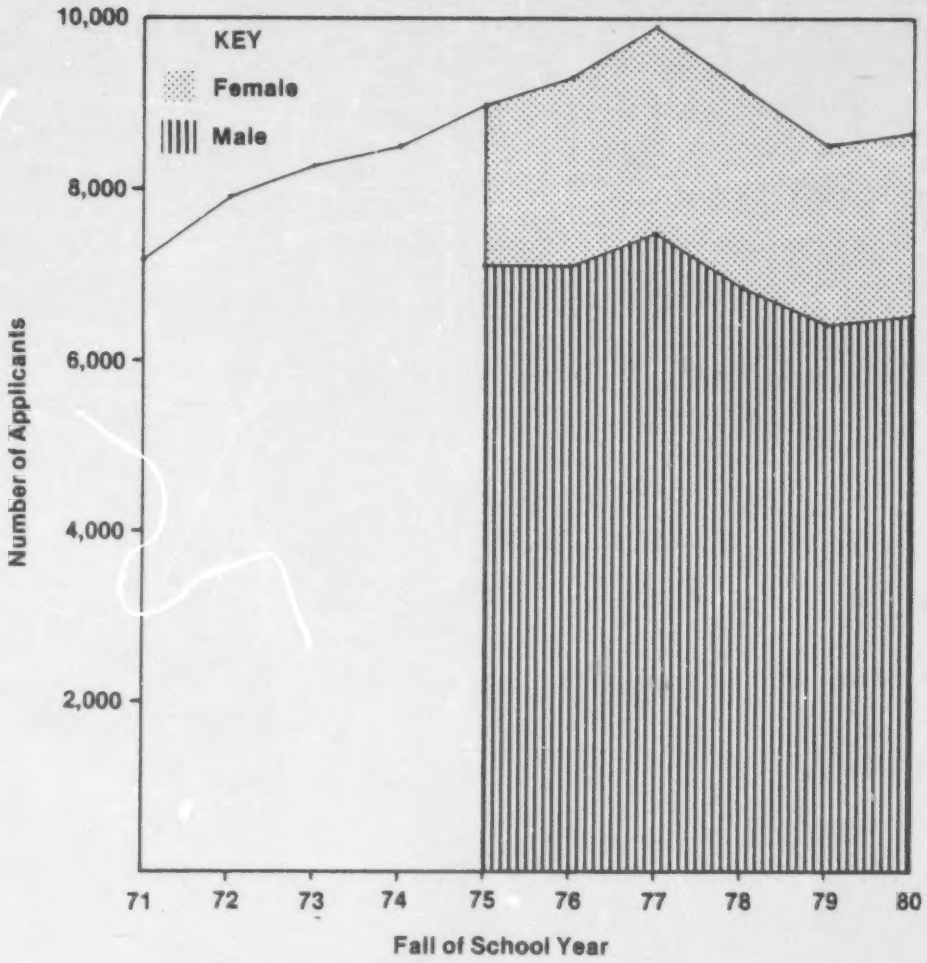
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
1980	6,478	59.8	2,205	56.7	8,649	59.0
1979	6,394	56.6	2,100	54.8	8,494	56.1
1978	6,824	53.0	2,369	53.4	9,193	53.1
1977	7,463	55.1	2,476	49.4	9,939	53.7
1976	7,102	50.1	2,208	49.5	9,310	50.0
1975	7,098	51.5	1,895	45.0	8,993	50.2
1974	NA		NA		8,452	53.5
1973	NA		NA		8,268	57.6
1972	NA		NA		7,923	52.3
1971	NA		NA		7,188	53.0

Note: Data include applicants for secondary and long - term adult programs excluding practical nurse education & adult apprentice programs.

Source: "Vocational - Technical School Applicant Survey (Fall '81)," RR-VTS-7, Connecticut State Department of Education, January 1982.

FIGURE 2.10

VOCATIONAL - TECHNICAL SCHOOL APPLICANTS 1971 TO 1980



The 8,649 applicants to the state's vocational - technical schools in 1980 was 13% below the 1977 peak but 20% above the 1971 level. Females represented 25.5% of the applicants in 1980 compared to 21% in 1975.

TABLE 2.11

MINORITY ENROLLMENT IN LOCAL PUBLIC SCHOOLS 1971 TO 1980

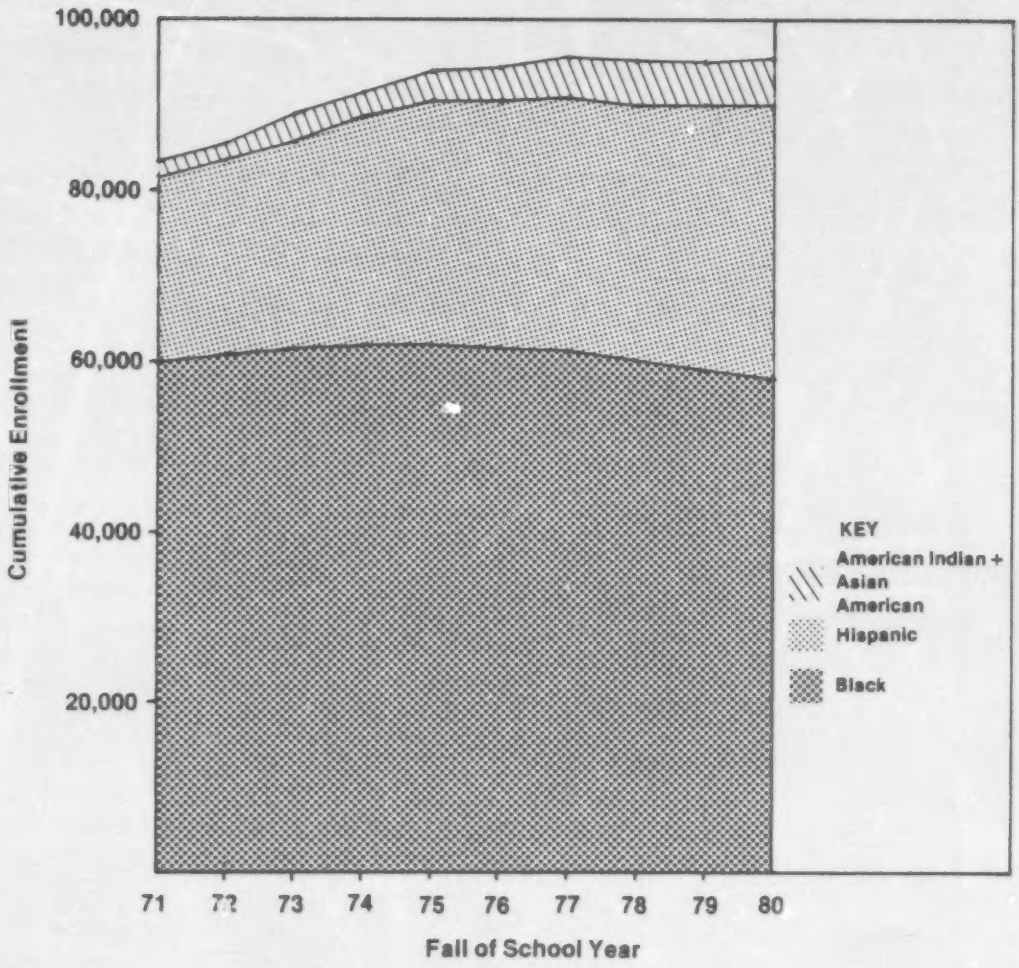
Fall of Year	Minority Enrollment	Pct. of State Enrollment	Black	Hispanic	Other Minority [1]
1980	95,665	18.1	57,937	31,926	5,802
1979	94,834	17.3	59,040	30,816	4,978
1978	94,802	16.5	60,167	30,040	4,595
1977	95,221	16.0	61,436	29,524	4,261
1976	94,254	15.2	61,872	28,591	3,791
1975	93,907	14.8	62,188	28,397	3,322
1974	91,277	14.2	61,809	26,668	2,800
1973	88,416	13.6	61,428	24,428	2,560
1972	85,599	13.0	60,925	22,637	2,037
1971	83,232	12.6	60,046	21,318	1,868

1 Other minority includes American Indians and Asian Americans.

Source: "Minority Pupils and Staff in the Public Schools of Connecticut, October 1, 1980," Connecticut State Department of Education, January 1981.

FIGURE 2.11

MINORITY ENROLLMENT IN LOCAL PUBLIC SCHOOLS 1971 TO 1980



The 1980 minority enrollment of 95,865 represented 18.1% of the local public school population. Black enrollment declined for the fifth consecutive year while Hispanic and other minority enrollment increased every year between 1971 and 1980.

TABLE 2.12

RACIAL/ETHNIC BACKGROUND OF CONNECTICUT COLLEGE - BOUND SENIORS 1974 - 75 TO 1980 - 81

	Year of Graduation						
	1975	**1976**	**1977**	**1978**	**1979**	**1980**	**1981**
American Indian	39	40	53	72	77	84	115
Black	958	946	1,014	1,159	1,256	1,267	1,303
Mexican - American	11	17	27	24	23	33	24
Oriental	118	101	112	150	209	193	213
Puerto Rican	159	154	198	263	286	322	332
Other	314	320	311	422	425	403	425
Total Minority	**1,599**	**1,578**	**1,715**	**2,090**	**2,276**	**2,302**	**2,412**
Percent of College Bound Seniors	6.7	7.1	7.5	8.1	8.4	8.8	9.0

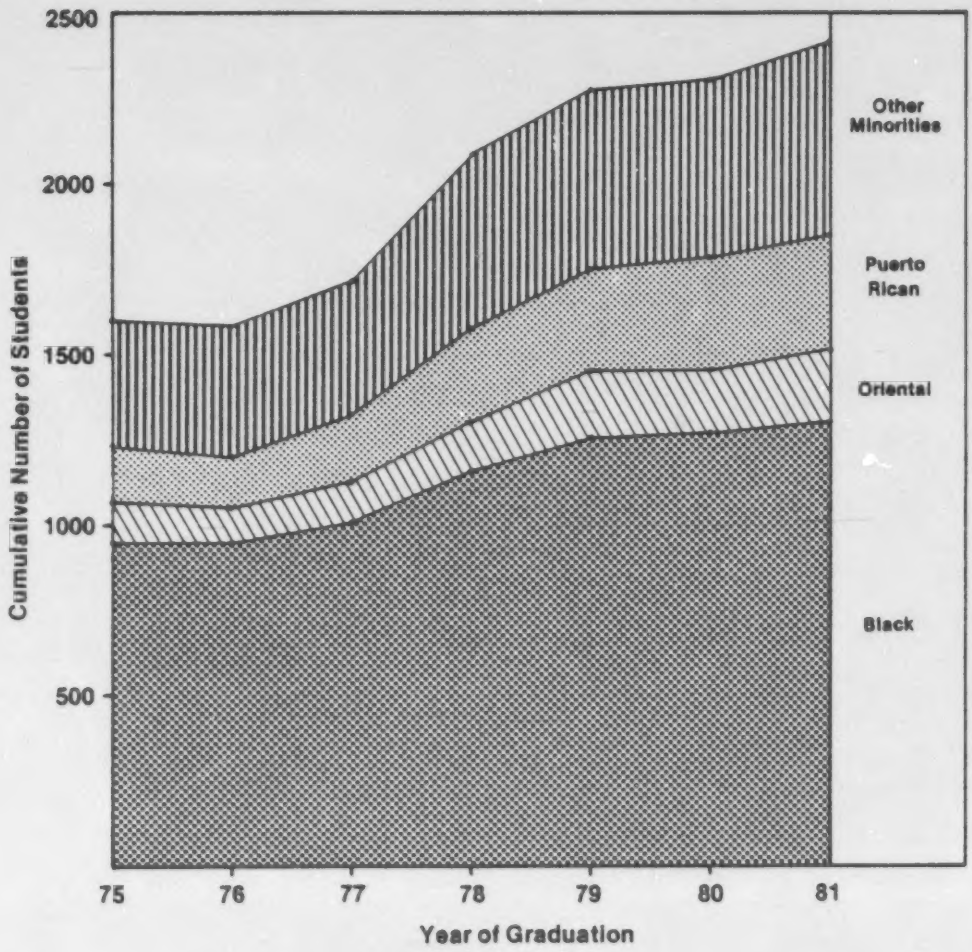
Notes: (1) Response rate of approximately 83 percent of students with SAT scores.

(2) Includes public and private school students.

Sources: "Connecticut Report on College Bound Seniors," College Entrance Examination Board, 1981, 1980, 1979, 1978, 1977, 1976, 1975.

FIGURE 2.12

RACIAL/ETHNIC BACKGROUND OF CONNECTICUT COLLEGE - BOUND SENIORS 1974 - 75 TO 1980 - 81



The number of college - bound seniors who are minorities has increased from 1,599 in 1974 - 75 to 2,412 in 1980 - 81. Minorities now comprise 9.0% of Connecticut's college - bound seniors, compared to 6.7% in 1974 - 75.

TABLE 2.13

HIGH SCHOOL ACTIVITIES OF COLLEGE - BOUND SENIORS 1974 - 75 TO 1980 - 81

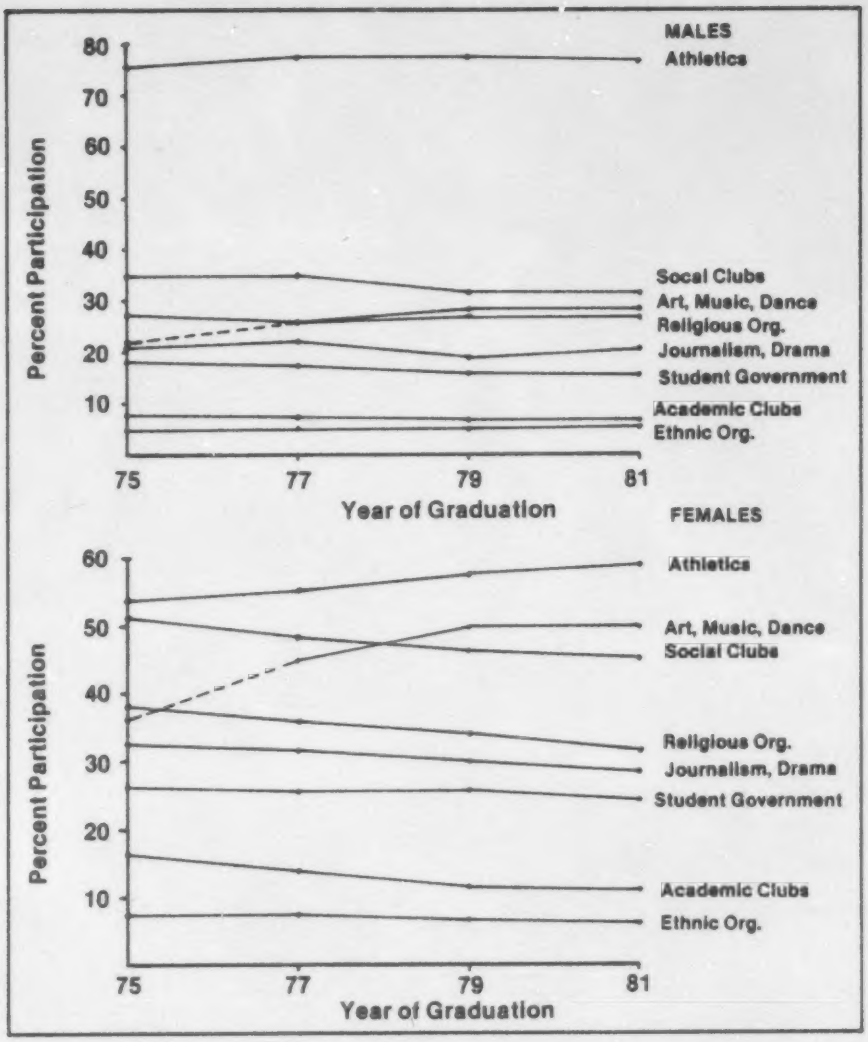
		Year of Graduation			
Activity	**Sex**	**1975**	**1977**	**1979**	**1981**
Athletics, including Intramural & Community	Males	76.0%	77.1%	77.3%	76.8%
	Females	53.1%	55.3%	57.5%	58.9%
Ethnic Organizations	Males	4.6%	4.6%	4.5%	4.8%
	Females	7.5%	7.5%	6.8%	6.5%
Journalism, Debating, Dramatics	Males	20.4%	22.3%	19.7%	20.5%
	Females	32.6%	31.8%	30.1%	28.5%
Art, Music or Dance*	Males	21.3%	26.0%	28.1%	28.1%
	Females	36.3%	45.0%	49.9%	49.5%
Departmental or Pre - professional Clubs	Males	7.4%	7.4%	6.8%	6.9%
	Females	16.8%	13.1%	11.7%	11.4%
Religious Organizations	Males	26.9%	26.0%	26.2%	25.7%
	Females	38.2%	35.6%	33.9%	31.9%
Social or Community Clubs	Males	35.2%	35.3%	32.4%	31.4%
	Females	51.2%	47.8%	46.3%	44.9%
Student Government	Males	18.5%	17.6%	16.4%	16.2%
	Females	26.1%	25.3%	25.6%	24.2%
No Response	Males	7.4%	7.1%	6.5%	6.6%
	Females	6.9%	6.3%	4.9%	5.1%

*In 1974 - 75 this included band, orchestra and chorus only.

Source: "College - Bound Seniors Report, 1980 - 81," Connecticut State Department of Education, November 1981.

FIGURE 2.13

HIGH SCHOOL ACTIVITIES OF COLLEGE - BOUND SENIORS 1974 - 75 TO 1980 - 81



Females have higher participation rates than males in all areas but athletics. However, athletics is the fastest growing activity among females. Generally, with the exception of athletics and art, music or dance, participation rates in 1980 - 81 were below the 1974 - 75 levels.

TABLE 2.14

MEAN TOTAL NUMBER OF YEARS OF STUDY BY SUBJECT AREA OF COLLEGE - BOUND SENIORS 1973 TO 1981

			Year of Graduation				
			1973	1975	1977	1979	1981
English	Males	Ct.	4.01	4.00	4.00	4.01	4.02
		Nation	3.95	3.94	3.92	3.94	3.95
	Females	Ct.	4.03	4.04	4.05	4.07	4.07
		Nation	3.98	3.96	3.97	3.99	4.00
Mathematics	Males	Ct.	3.65	3.67	3.70	3.73	3.79
		Nation	3.54	3.55	3.57	3.62	3.68
	Females	Ct.	3.32	3.30	3.35	3.43	3.51
		Nation	3.14	3.15	3.19	3.27	3.38
Foreign Languages	Males	Ct.	2.73	2.62	2.53	2.45	2.47
		Nation	2.23	2.17	2.06	2.03	2.03
	Females	Ct.	3.15	2.96	2.87	2.85	2.83
		Nation	2.61	2.49	2.34	2.32	2.31
Biological Sciences	Males	Ct.	1.41	1.49	1.44	1.41	1.42
		Nation	1.35	1.44	1.40	1.39	1.39
	Females	Ct.	1.45	1.55	1.51	1.49	1.48
		Nation	1.36	1.45	1.42	1.41	1.41
Physical Sciences	Males	Ct.	1.75	1.78	1.98	2.04	2.04
		Nation	1.72	1.79	1.91	1.98	2.01
	Females	Ct.	1.25	1.43	1.56	1.63	1.66
		Nation	1.23	1.44	1.50	1.56	1.59
Social Studies	Males	Ct.	3.09	3.02	3.05	3.04	3.07
		Nation	3.32	3.21	3.23	3.24	3.24
	Females	Ct.	2.91	2.85	2.87	2.88	2.93
		Nation	3.25	3.14	3.16	3.17	3.19

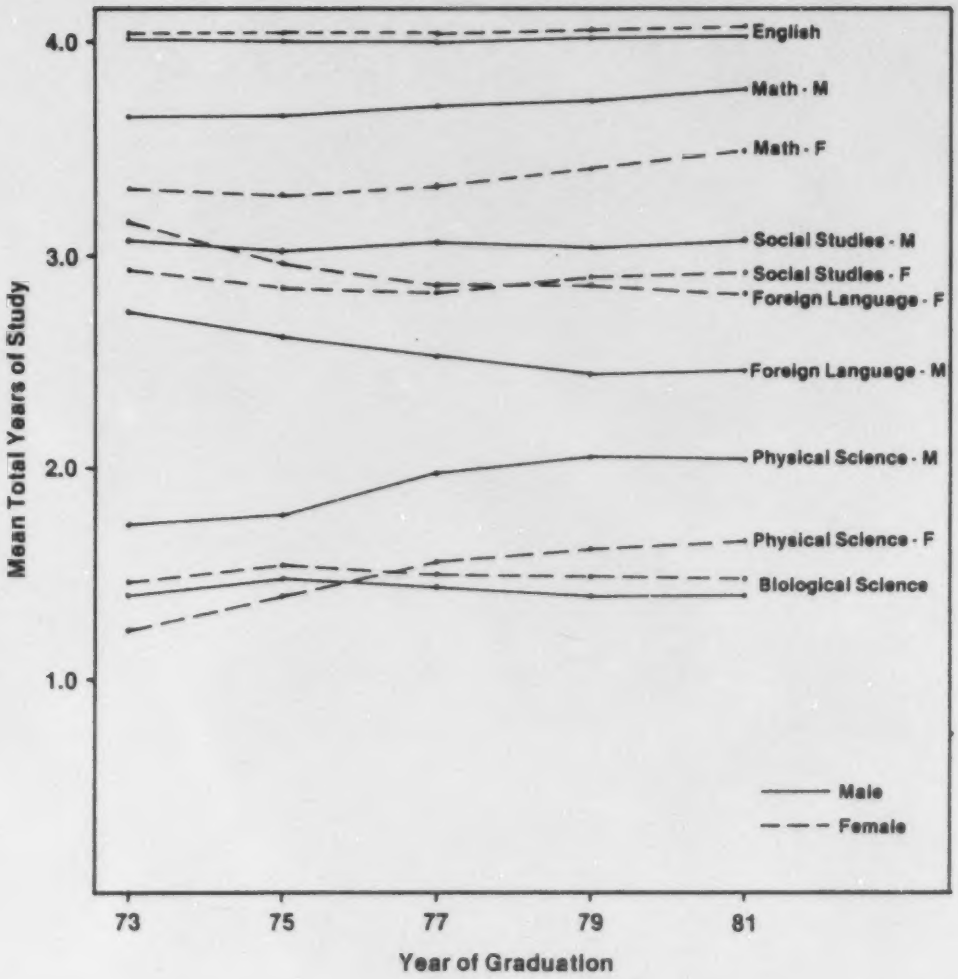
Sources: "Connecticut College Bound Seniors," College Entrance Examination Board, 1972 - 73, 1974 - 75, 1977 and 1979.

"National Report, College Bound Seniors," College Entrance Examination Board, 1972 - 73, 1974 - 75, 1978 and 1979.

"College Bound Seniors Report 1980 - 81," Connecticut State Department of Education, November 1981.

FIGURE 2.14

MEAN TOTAL NUMBER OF YEARS OF STUDY, BY SUBJECT AREA, OF COLLEGE - BOUND SENIORS 1973 TO 1981



In Connecticut and the nation, the study of math and the physical sciences has increased while that of foreign languages has decreased. Connecticut college - bound seniors took more years of all areas except history than did students nationwide.

TABLE 2.15

ENROLLMENT IN ADULT EDUCATION PROGRAMS 1978 - 79 TO 1980 - 81

Type of Class	1978 - 79		1979 - 80		1980 - 81	
	Enrollment	Classes	Enrollment	Classes	Enrollment	Classes
ABE, Citizenship, Jr. High Level Courses	14,866	758	16,316	796	17,794	845
High School Level Subjects	17,886	884	16,351	816	13,719	743
High School Review for GED Exam	14,565	520	12,051	469	11,460	484
Business and Commercial / Vocational - Technical	13,855	721	14,600	720	16,894	746
Home Economics Courses [1]	17,599	1096	17,493	1082	16,051	994
Non - credit Academic Courses [2]	19,411	1153	19,131	1157	17,973	1065
Classes for Older Adults and Special Groups	10,177	538	10,960	602	12,168	677
Crafts and Non - Vocational - Technical	13,443	858	11,682	697	11,600	727
Health and Safety	7,778	302	7,133	311	7,857	334
Recreation and Sports Instruction	6,191	251	7,043	354	6,431	302
Other Courses [3]	4,952	268	4,254	235	4,294	221
Total	140,723	7349	137,014	7239	136,241	7,138

1 Includes classes in clothing, food, home purchasing and furnishing, and home management.

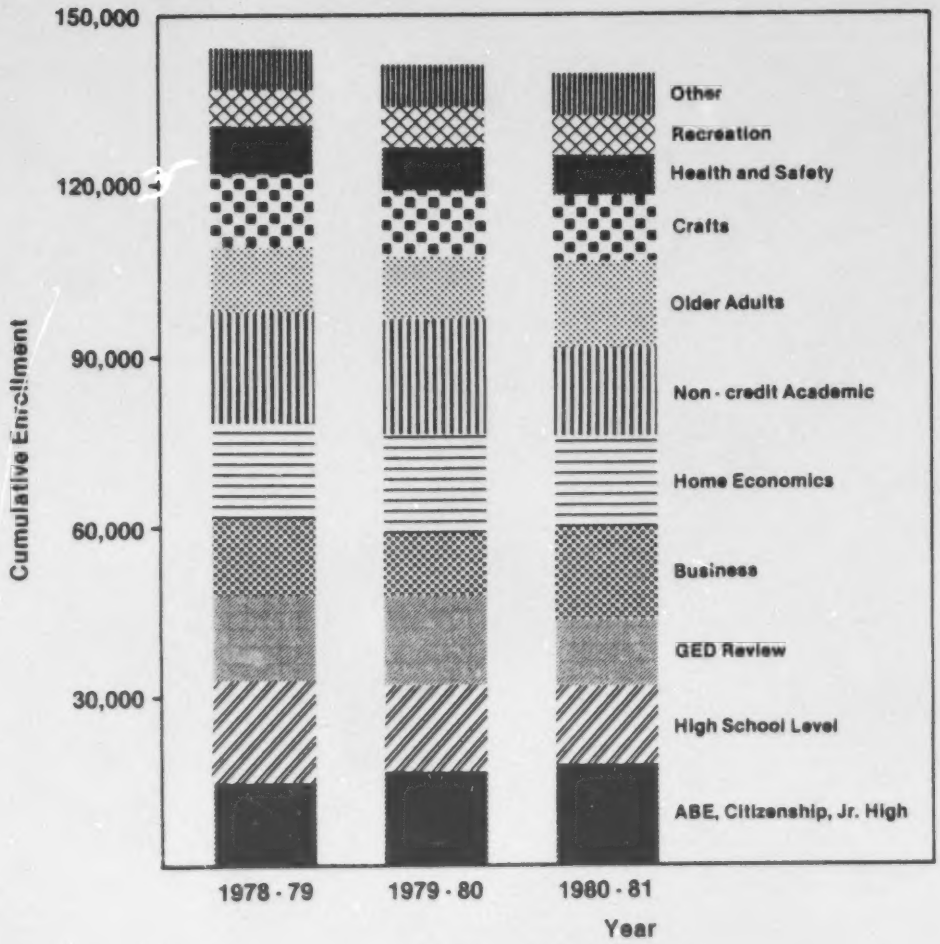
2 Includes classes in communication skills, literature and philosophy, science, mathematics, social sciences, foreign languages, music and art.

3 Includes classes in parent education, investments, income tax and law, and other courses not categorized.

Source: Unpublished data, Public School Adult Education Classes, CSDE form ED242, June 1980, June 1981.

FIGURE 2.15

ENROLLMENT IN ADULT EDUCATION PROGRAMS
1978 - 79 TO 1980 - 81



Although total enrollment in adult education classes declined from 140,723 in 1978 - 79 to 136,241 in 1980 - 81, enrollment in Adult Basic Education, Business & commercial/vocational - technical classes, and classes for older adults increased.

TABLE 2.16

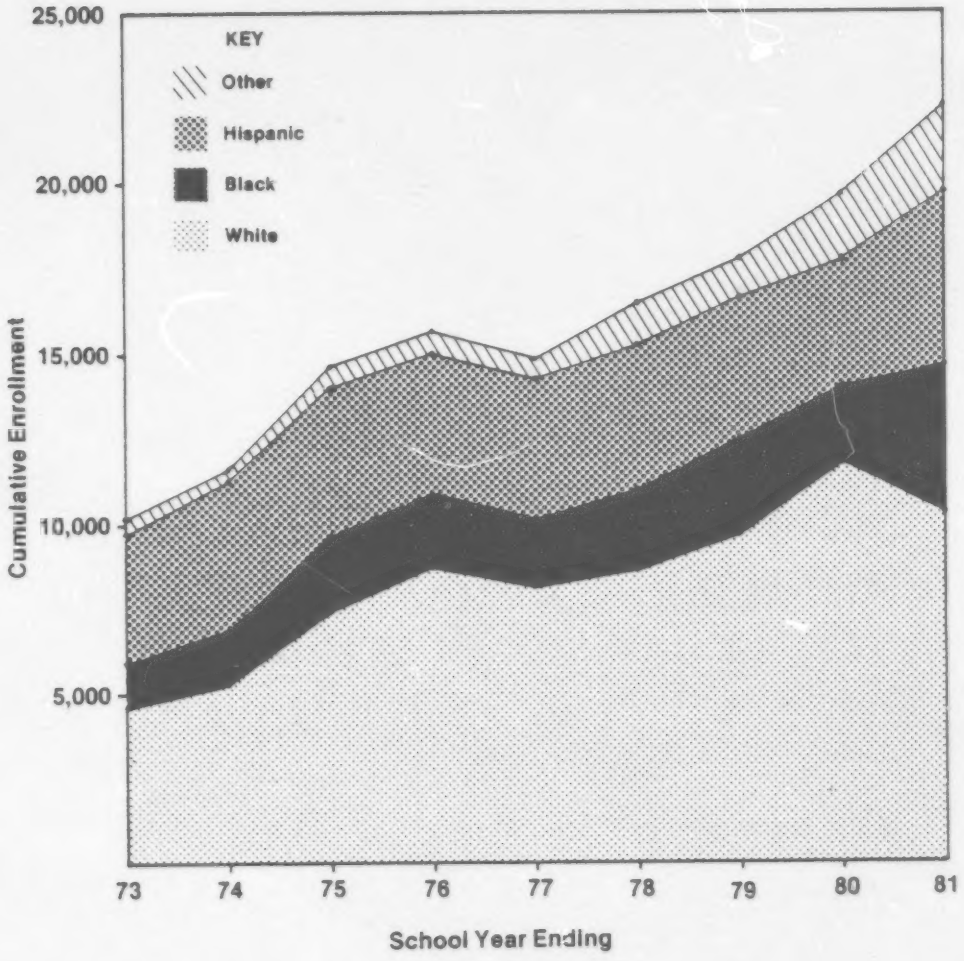
ENROLLMENT IN ADULT BASIC EDUCATION 1972 - 73 TO 1980 - 81

	Enrollment by Race				
Year	White	Black	Hispanic	Other	Total
1980 - 81	10,337	4,225	5,122	2,604	22,288
1979 - 80	11,806	2,240	3,650	1,908	19,604
1978 - 79	9,564	2,892	4,121	1,182	17,759
1977 - 78	8,616	2,360	4,365	1,129	16,470
1976 - 77	8,048	2,026	3,833	851	14,758
1975 - 76	8,894	2,074	3,795	892	15,655
1974 - 75	7,457	2,194	4,378	536	14,565
1973 - 74	5,366	1,589	4,357	378	11,690
1972 - 73	4,592	1,323	3,846	342	10,103

Source: Department of Health, Education and Welfare, OE form 3058, "Adult Basic Education Annual Program Report."

FIGURE 2.16

ENROLLMENT IN ADULT BASIC EDUCATION
1972 - 73 TO 1980 - 81



Between 1972 - 73 and 1980 - 81 enrollment in adult basic education programs increased by 120% from 10,103 to 22,288. The minority enrollment of 11,951 was 45.8% over the prior year and represented 53.6% of the program enrollment.

TABLE 2.17

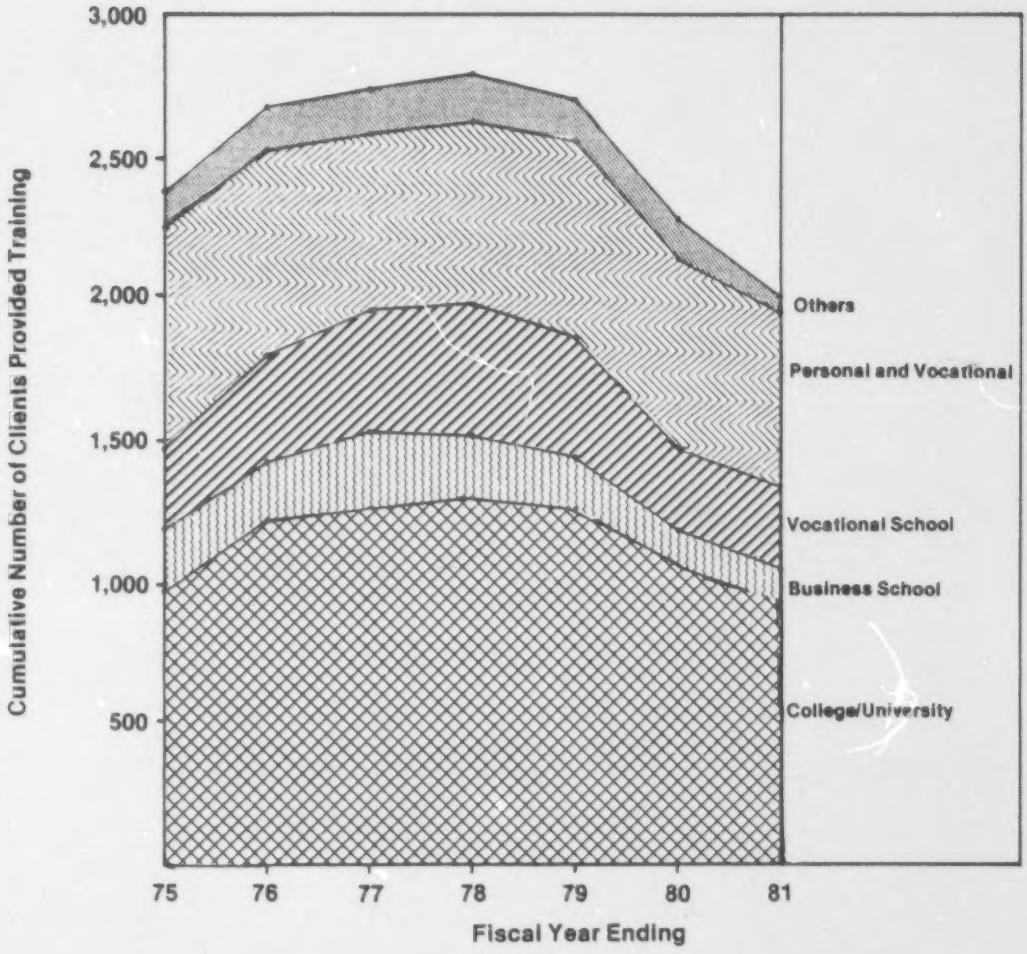
NUMBER OF CLIENTS PROVIDED VOCATIONAL - REHABILITATION TRAINING 1975 TO 1981

	Fiscal Year Ending						
Training	**1975**	**1976**	**1977**	**1978**	**1979**	**1980**	**1981**
College/University	985	1,221	1,263	1,286	1,258	1,051	932
Elementary - High School	14	28	10	32	25	15	8
Business School/College	210	204	277	230	183	135	118
Vocational School	294	376	422	461	416	286	283
On-the-Job	74	82	61	70	42	27	8
Personal and Vocational	761	724	623	655	701	673	618
Miscellaneous	34	39	81	64	79	98	28
Total	**2,372**	**2,674**	**2,737**	**2,798**	**2,704**	**2,285**	**1995**

Source: Unpublished data, federal report RSA-2, Division of Vocational Rehabilitation, Connecticut State Department of Education.

FIGURE 2.17

NUMBER OF CLIENTS PROVIDED VOCATIONAL REHABILITATION TRAINING 1975 TO 1981



The 1,995 clients provided vocational - rehabilitation training in 1980 - 81 was 28.7% below the 1977 - 78 peak and 16% below the level of 1974 - 75. Counts in all areas of training were below the 1974 - 75 levels.

III. STUDENT ACHIEVEMENT AND OUTCOMES

The evaluation of Connecticut students' achievement in 1980 yielded generally positive results. Most of the statewide averages on local, state and nationally administered achievement tests were above national averages. On one, the College Board's Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test, scores were at the highest levels in six years. About 90% of ninth grade students were above statewide levels of expected performance in language arts, reading and writing sample tests of the EERA program. Other indicators reaching all time high levels were the percentage of graduates attending four - year colleges, the percentage of vocational - technical school graduates furthering their education and the number of students passing the high school equivalency examination.

The Connecticut Assessment of Educational Progress (CAEP) periodically assesses student achievement in content area subjects by testing a random sample of fourth, eighth and eleventh graders. Since 1971 - 72, the areas of reading, science, mathematics, citizenship/social studies, career education, art and music have been assessed. Connecticut students surpassed the national average (based upon National Assessment Educational Progress results) in 25 of 30 comparisons (see Table 3.01). Connecticut students were below the national averages only in grade 4 citizenship/social studies (1977 - 78), grade 8 music (1980 - 81), grade 11 science (1974 - 75, 1979 - 80) and reading (1971 - 72). In the 1978 - 79 reading assessment the State's eleventh graders were above the national average. Performance of Connecticut's fourth graders appears to be relatively superior to the average performance of the eighth and eleventh graders. Since 1971 - 72, Connecticut's fourth grade students' average scores have surpassed the northeast average in 8 of 10 comparisons while eighth graders surpassed it 6 of 10 comparisons and eleventh graders surpassed it in 4 of 10 comparisons.

Each Connecticut school district assesses the performance of its students at least three times between grades 2 and 8 with a nationally normed standardized achievement test. When the districts' 1979 - 80 averages were placed upon a common scale of national percentile ranks, they revealed Connecticut districts to be well above the national averages in reading, language arts and mathematics (see Table 3.02). Mean scores ranged from 66 to 60 in reading, from 70 to 59 in language arts and from 71 to 59 in mathematics. The national mean percentile rank is 50. As observed with the CAEP results, students in the earlier grades tended to be further above the national averages than students in the later grades.

For students who perform poorly on standardized achievement tests, remedial assistance through compensatory education programs is available. Improvement is measured by comparing test scores before and after the program to see if the gain is more or less than expected. In evaluations conducted in 1977 - 78, 1978 - 79 and 1979 - 80, students in compensatory mathematics and reading programs showed increases in achievement (see Table 3.03 and 3.04). In mathematics the greatest achievement gains seemed to occur between grades four and nine, while in reading the greatest gains seemed to occur before fourth grade.

In October 1980 the second statewide ninth grade proficiency examination was administered. Students were judged proficient in mathematics, language arts, writing and reading if their test scores equalled or surpassed the statewide levels of expected performance (SLOEP) that were set by subject - area specialists. Students falling below the standards are to be diagnosed by the school district and, if appropriate, provided remedial assistance. In mathematics 74.6% of the ninth graders were at or above the SLOEP; in language arts, 90.8%; in writing, 87.6%; and in reading, 91.4% (see Table 3.05). These levels of performance should not be compared to the prior year's levels because of the shift in the test administration date from March to October.

In the fall of their junior year, many college - bound students take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test. Scores on this test fall between 20 and 80. The 1981 verbal PSAT/NMSQT average in Connecticut of 42.8 was the highest recorded since the College Board started statewide reports in 1974, and was 1.3 points above the national average (see Table 3.06). The Connecticut mathematics average of 45.6 was 1.3 points above the 1977 low, was exceeded once in the past eight years, and was 0.5 points above the national average after two years at the national average.

Seniors in Connecticut's public and non - public high schools who have taken the Scholastic Aptitude Test (SAT) are categorized as college - bound. Connecticut's average score of 430 on the verbal portion of the SAT was 6 points above the national average, but at the lowest level ever recorded. (see Table 3.07) The Connecticut average

of 463 on the mathematics section of the SAT was not only at its lowest level ever, but also 3 points below the national average.

The Test of Standard Written English (TSWE) is a multiple choice test of the ability to recognize standard written English. It was developed for the College Entrance Examination Board's Admissions Testing Program as a diagnostic tool to assist colleges in the placement of students in freshman English. Since its inception in 1974 - 75, scores in both Connecticut and the nation have fallen steadily (see Table 3.08). The 1980 - 81 Connecticut average of 42.6 was 0.4 points above the national average, but 1.6 points below the 1974 - 75 state average. Although the Connecticut average has been above the national average every year, the difference has been narrowing steadily.

The educational goals of Connecticut's college-bound seniors changed significantly between 1972-73 and 1980 - 81. In that period the percent undecided fell from 29% to about 22% perhaps indicating a greater career awareness (see Table 3.09). In 1980 - 81, 7.5% of the college - bound seniors were planning to get 2 - year degrees, 32.4% a Bachelor's degree, 25% a Master's degree and 12.9% a professional degree. These percentages represent increases over the 1972 - 73 levels for Bachelor's and Master's degrees but decreases for 2 - year and professional degrees. The goals of males and females were more similar to each other in 1980 - 81 than they were in 1972 - 73. Most notable was the increase in females citing a professional degree as a goal while concurrently the percentage of males choosing this degree - level goal declined.

In the 24 years that Connecticut has been collecting data on the fall activities of June graduates, the percentage of students entering four-year colleges has never been higher. In 1980, 42.8% of the public school graduates and 74.9% of the non-public school graduates were attending four - year colleges (see Table 3.10 and 3.11). The 62.8% of the public school graduates and 87.7% of the nonpublic school graduates pursuing some form of educational activity were the highest levels reported since the Vietnam years of 1971 and 1972.

In 1980 the pattern of activities of both the public and nonpublic school students available to enter the workforce was quite similar. For both, about 10% entered the military and about 76% were employed (see Tables 3.12 and 3.13). The reported unemployment percentage was slightly higher for public schools graduates (9.1%) than nonpublic school graduates (7.1%). This degree of similarity is atypical. In the past 10 years it has been prevalent for a greater percentage of public school graduates to enter the military and a lesser percentage to be employed than nonpublic school graduates.

In 1980, two - thirds of the June graduates of the secondary programs of the state's 17 vocational - technical schools who were available for placement were able to find a job in an occupation related to their training (see Table 3.14). This level is comparable to the average of the past ten years. The 27.9% employed part time was exceeded twice between 1971 and 1980. About 20% of the graduates continued schooling full time, the highest level since 1971. The 6.1% of the students entering the military was the lowest percentage since 1974.

The actual number of dropouts from Connecticut's public schools is not known. It can be roughly estimated by comparing the number of graduates to the number of ninth graders four years earlier. This estimate is crude because in addition to dropouts, it is affected by a change in retention policy, emigration from Connecticut, transfers to the vocational - technical or non - public schools, early graduation and death. In 1980 it was estimated that 74.7% of the 1976 class of ninth graders were graduated (see Table 3.15). This was the lowest level recorded in the past ten years. With all factors considered, it is likely that one in five high school students leaves school before graduation.

Some of the students who leave high school early earn a high school diploma by passing the General Education Development (GED) high school equivalency examination. In 1980 the 4,863 students passing this examination represented a 13% increase over the prior year and an 85% increase over the 1971 count (see Table 3.16).

Connecticut's adult basic education programs represent excellent opportunities for citizens without a high school diploma to increase their educational skills. In 1980 - 81, almost 2,400 people in these programs passed the GED high school equivalency examination, the highest number ever recorded and more than double the prior year's count. Over 1,900 people upgraded or obtained employment, also the highest number ever reported in Connecticut. Additionally, 364 received their citizenship and 345 were removed from the welfare rolls. These people, whether recent dropouts, immigrants or others whose education was curtailed, realize the value of education and have taken the opportunity available to them in Connecticut to upgrade their level of education.

TABLE 3.01

CONNECTICUT ASSESSMENT OF EDUCATIONAL PROGRESS: NATIONAL AND NORTHEAST COMPARISONS

Assessment	Year	Age/Grade	NAEP	CAEP	Number of Students	Ave. Pct. Correct [1] CT	North-East [2]	Nation
Art	80 - 81	9/4	9	10	2,493	46.9	42.9	40.4
		13/8	28	30	2,8[illegible]0	48.3	45.3	45.8
		17/11	30	31	2,194	53.5	52.7	51.7
Music	80 - 81	9/4	14	26	2,417	49.8	45.4	44.8
		13/8	22	26	2,811	56.5	58.6	57.6
		17/11	23	26	2,140	58.0	57.5	57.6
Science	79 - 80	9/4	45	45	2,513	61.3	61.4	59.6
		13/8	65	65	2,612	62.2	64.3	61.9
		17/11	75	75	2,301	55.2	59.3	56.8
Mathematics	79 - 80	9/4	11	60	2,505	72.0	62.0	57.0
		13/8	17	70	2,575	65.0	66.0	63.0
		17/11	13	69	2,440	72.0	70.0	69.0
Reading	78 - 79	9/4	4	35	2,776	70.5	61.5	57.5
		13/8	6	35	2,598	66.3	62.8	61.0
		17/11	6	30	2,413	71.7	71.7	69.8
Career Ed.	77 - 78	9/4	8	39	2,362	79.5	72.8	72.7
		13/8	13	54	2,517	82.8	75.6	73.6
		17/11	14	58	2,255	85.9	79.5	79.5
Citizenship/ Social Studies	77 - 78	9/4	12	39	2,371	74.6	77.3	75.6
		13/8	19	66	2,576	65.1	65.8	64.6
		17/11	23	66	2,300	67.0	67.6	65.9
Mathematics	76 - 77	9/4	14	60	2,437	64.2	57.9	52.6
		13/8	20	66	2,745	73.9	69.4	64.7
		17/11	23	64	2,362	75.6	77.5	73.9
Science	74 - 75	9/3 - 5	43	43	1,730	67.8	64.0	62.1
		13/7 - 9	64	64	1,796	59.9	59.3	56.7
		17/10 - 12	73	73	1,612	55.5	57.5	55.7
Reading	71 - 72	9/3 - 5	22	22	2,706	69.2	68.0	65.8
		13/ 7 - 9	32	32	2,707	73.3	72.8	70.2
		17/ 11-12	31	36	2,338	75.4	80.6	79.0

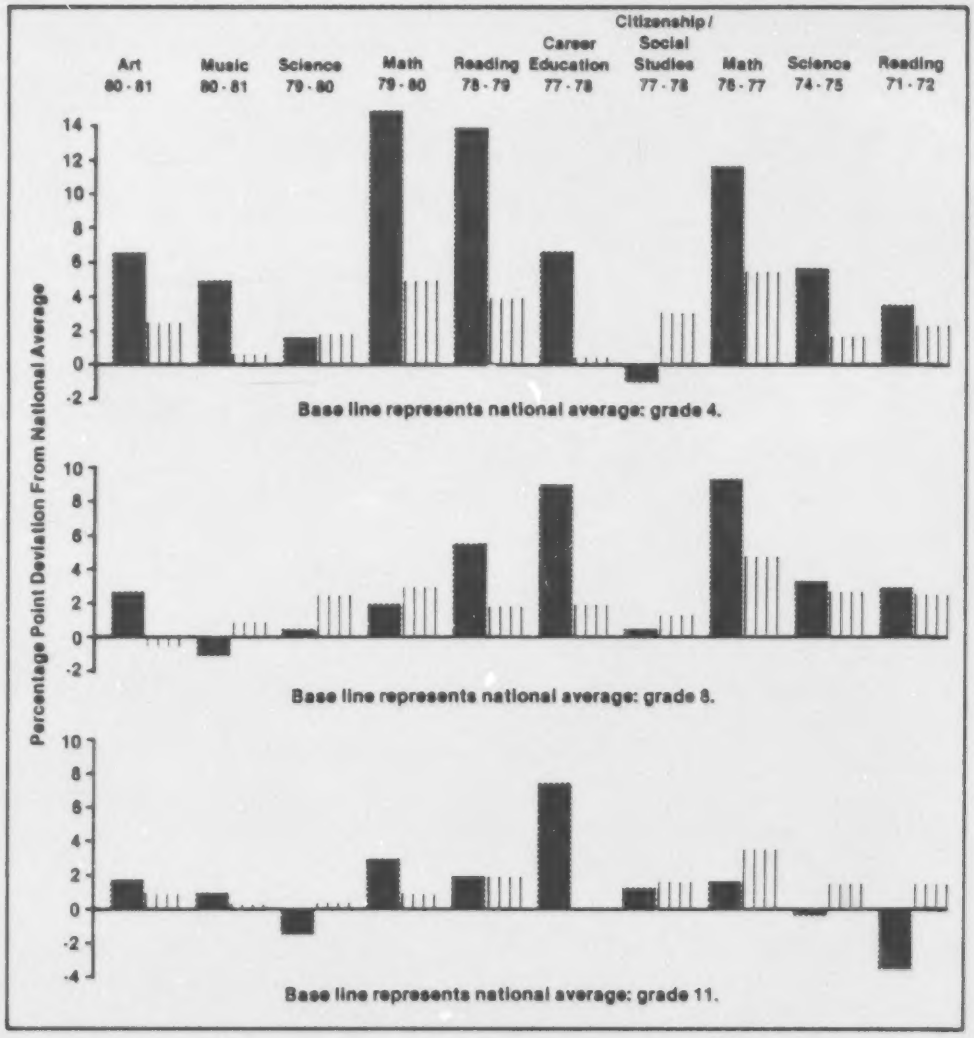
1 Based upon number of NAEP items.

2 The Northeast includes the New England States, Middle Atlantic States and the District of Columbia.

Sources: "1980 - 81 Connecticut Assessment of Educational Progress - Art and Music, Summary and Interpretations Report," Connecticut State Department of Education, September 1981.
"Connecticut Assessment of Educational Progress 1979 - 80 Mathematics, Summary and Interpretations."
"Connecticut Assessment of Educational Progress, Science 1979 - 80," Technical Report.
"Connecticut Assessment of Educational Progress: Reading 1978 - 79," Technical Report.
"Connecticut Assessment of Educational Progress, 1977 - 78 Citizenship/Social Studies," Technical Report.
"Connecticut Assessment of Educational Progress 1977 - 78, Career Education," Technical Report.
"Connecticut Assessment of Educational Progress, 1976 - 77," Technical Report.
"Connecticut Science Assessment, 1974 - 75," Results Report.
"Connecticut Reading Assessment, 1971 - 1972."

FIGURE 3.01

CONNECTICUT ASSESSMENT OF EDUCATIONAL PROGRESS NATIONAL AND NORTHEAST COMPARISONS


Art 80 - 81
Music 80 - 81
Science 79 - 80
Math 79 - 80
Reading 78 - 79
Career Education 77 - 78
Citizenship / Social Studies 77 - 78
Math 76 - 77
Science 74 - 75
Reading 71 - 72
Percentage Point Deviation From National Average
Base line represents national average: grade 4.
Base line represents national average: grade 8.
Base line represents national average: grade 11.

In ten subject - area assessments conducted between 1971 - 1972 and 1980 - 81, Connecticut's fourth, eighth, and eleventh grade students, with few exceptions, have outperformed students in the nation and the northeast.

KEY
Connecticut
Northeast

89

TABLE 3.02

MEAN NATIONAL PERCENTILE RANKINGS ON STANDARDIZED ACHIEVEMENT TESTS OF CONNECTICUT STUDENTS IN GRADES 2- 8, 1979 - 80

Grade	No. of Districts	Mean National Percentile Rank [1]		
		Reading	Language Arts	Mathematics
2	23 [2]	65	70	71
3	119 [3]	66	68	64
4	35	61	63	60
5	120	65	68	65
6	37	60	61	59
7	106	60	62	61
8	23	60	59	60

1 The national percentile rank (NPR) of a score (the district mean) is the percent of scores in a national norming group that were exceeded or equaled by the particular score for a particular test. The mean NPR is an aggregate across tests.

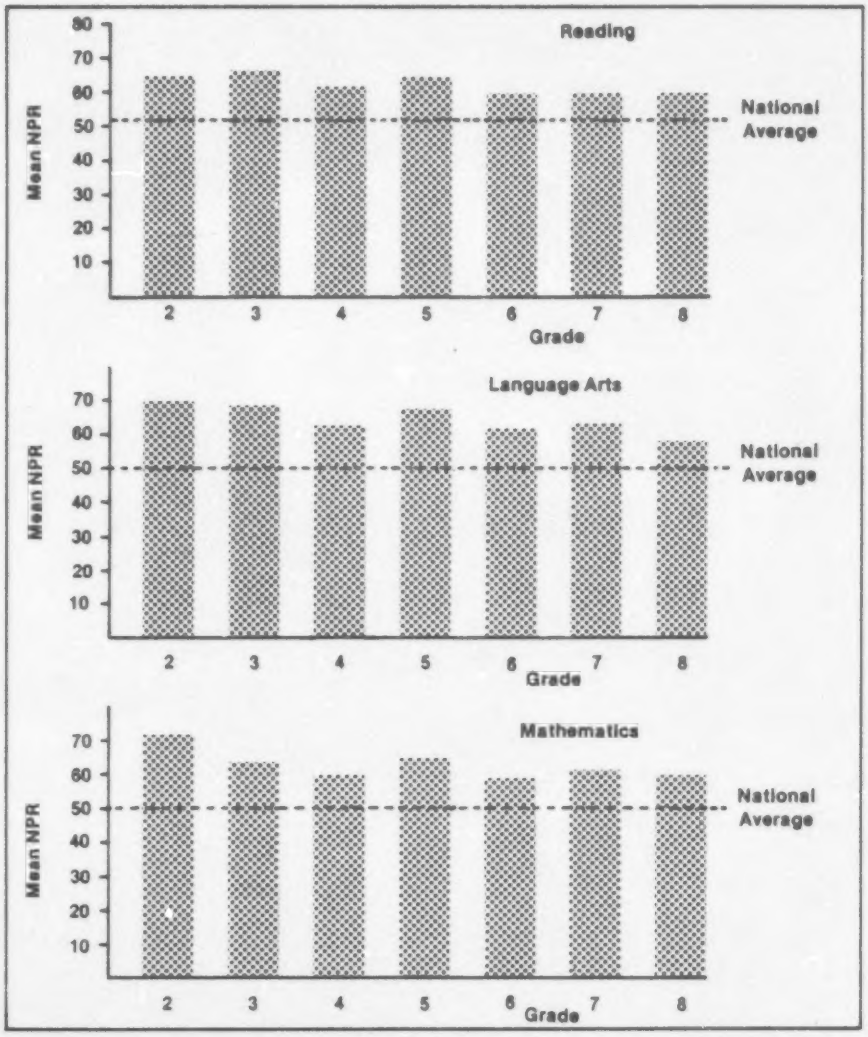
2 18 districts tested language arts.

3 118 districts tested language arts

Source: "Education Evaluation and Remedial Assistance (EERA) First Biennial Report," Report to the Connecticut State Board of Education, March 1981.

FIGURE 3.02

MEAN NATIONAL PERCENTILE RANKINGS ON STANDARDIZED ACHIEVEMENT TESTS OF CONNECTICUT STUDENTS IN GRADES 2 - 8, 1979 - 80



The mean NPR (national Percentile Rank) for Connecticut students is a measure of their achievement relative to students nationally. In reading, language arts, and mathematics in grades 2 through 8, Connecticut's mean NPRs ranged from 59 to 71, well above the national mean of 50.

TABLE 3.03

PUBLIC SCHOOL STUDENT ACHIEVEMENT IN COMPENSATORY MATHEMATICS PROGRAMS 1977 - 78 TO 1979 - 80

Grades	Year	Number of Students Tested	Initial NCE[1]	Post - Test NCE	NCE Gain
2 & 3	77 - 78[2]	1,914	33.0	38.8	5.8
	78 - 79[3]	1,684	33.5	43.8	10.3
	79 - 80[4]	5,166	32.0	36.0	4.0
4 & 5	77 - 78	1,557	25.1	34.6	9.5
	78 - 79	1,533	29.2	41.5	12.3
	79 - 80	3,997	31.7	36.5	4.8
6 & 7	77 - 78	814	26.8	36.1	9.3
	78 - 79	1,187	27.2	38.4	11.2
	79 - 80	2,048	30.2	39.0	8.8
8 & 9	77 - 78	392	25.8	34.5	8.7
	78 - 79	685	24.6	35.5	10.9
	79 - 80	2,064	29.2	39.2	10.0
10, 11, 12	77 - 78	101	35.3	39.4	4.1
	78 - 79	156	27.3	35.3	8.0
	79 - 80	283	30.2	34.9	4.7

1 NCE — Normal Curve Equivalent. An equal interval scale based upon the normal curve that enables evaluators to convert test scores from different tests onto a common scale.

2 Based on data from 118 to 167 towns receiving Title I funds.

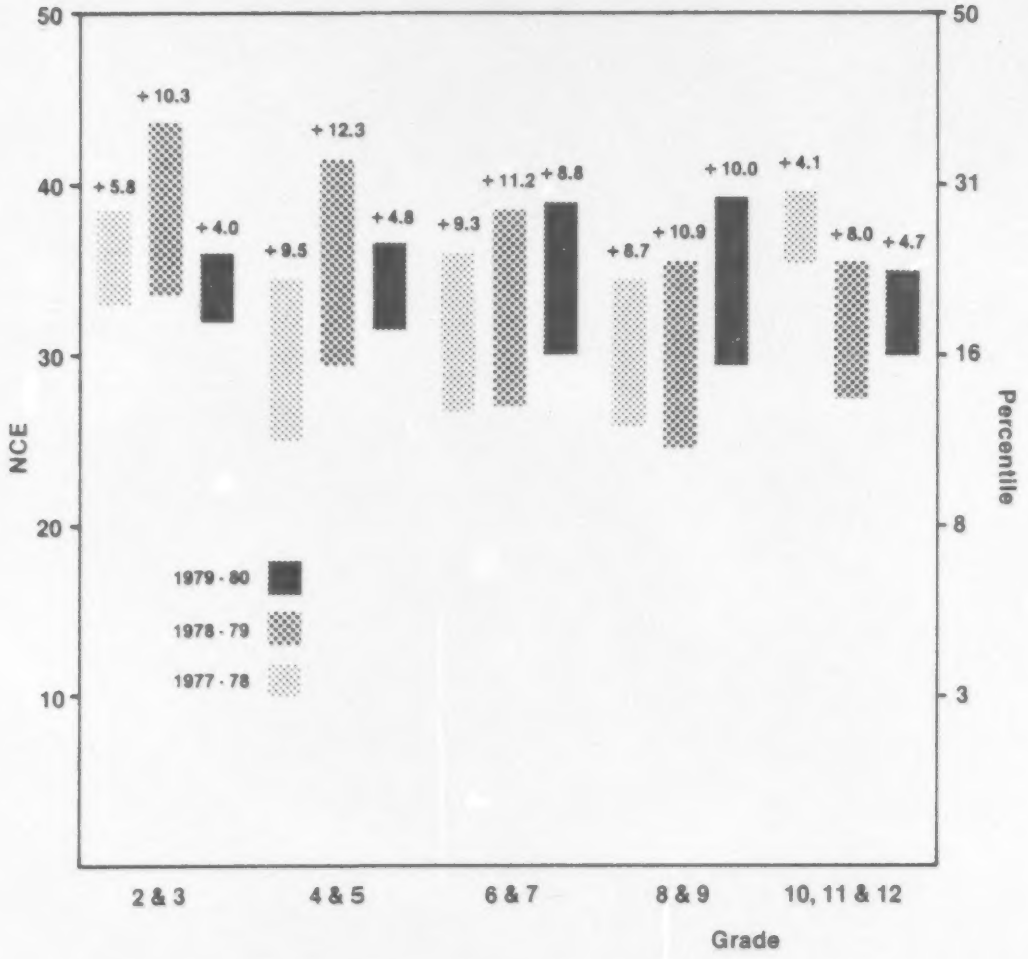
3 Based on data from 157 towns.

4 Based on data from 166 towns.

Sources: "Compensatory Education in Connecticut, Fiscal Year 1978," Connecticut State Department of Education, December 1979.
"Achievement Analysis 1975 - 76," Connecticut State Department of Education, November 1977.
"Connecticut Compensatory Education Programs, Fiscal year 1978 - 79, Annual Program and Achievement Analysis," Connecticut State Department of Education, July 1980.
"Connecticut Compensatory Education Programs, Fiscal Year 1979 - 80, Annual Program and Achievement Analysis," Connecticut State Department of Education, March 1981.

FIGURE 3.03

PUBLIC SCHOOL STUDENT ACHIEVEMENT IN COMPENSATORY MATHEMATICS PROGRAMS 1977 - 78 TO 1979 - 80



Students in compensatory mathematics programs have shown significant achievement gains beyond which was predicted. Within each year, the greatest gains occurred between grades four and nine.

TABLE 3.04

PUBLIC SCHOOL STUDENT ACHIEVEMENT IN COMPENSATORY READING PROGRAMS 1977 - 78, 1978 - 79 AND 1979 - 80

Grades	Year	Number of Students Tested	Initial NCE [1]	Post - Test NCE	NCE Gain
2 & 3	77 - 78 [2]	5,889	32.7	41.9	9.2
	78 - 79 [3]	5,063	33.4	43.5	10.1
	79 - 80 [4]	8,986	32.4	41.0	8.6
4 & 5	77 - 78	3,935	28.8	34.6	5.8
	78 - 79	3,263	32.3	37.5	5.2
	79 - 80	5,962	31.5	36.0	4.5
6 & 7	77 - 78	2,257	26.7	34.0	7.3
	78 - 79	2,254	29.7	36.7	7.0
	79 - 80	3,427	28.1	34.3	6.2
8 & 9	77 - 78	919	26.6	33.7	7.1
	78 - 79	1,421	26.4	32.6	6.2
	79 - 80	2,845	27.3	36.5	9.2
10, 11, 12	77 - 78	153	35.3	36.8	1.5
	78 - 79	361	28.9	32.7	3.8
	79 - 80	965	24.8	29.9	5.1

1 NCE — Normal Curve Equivalent. An equal interval scale based upon the normal curve that enables evaluators to convert test scores from different tests onto a common scale.

2 Based on data from 118 of 167 towns receiving Title I funds.

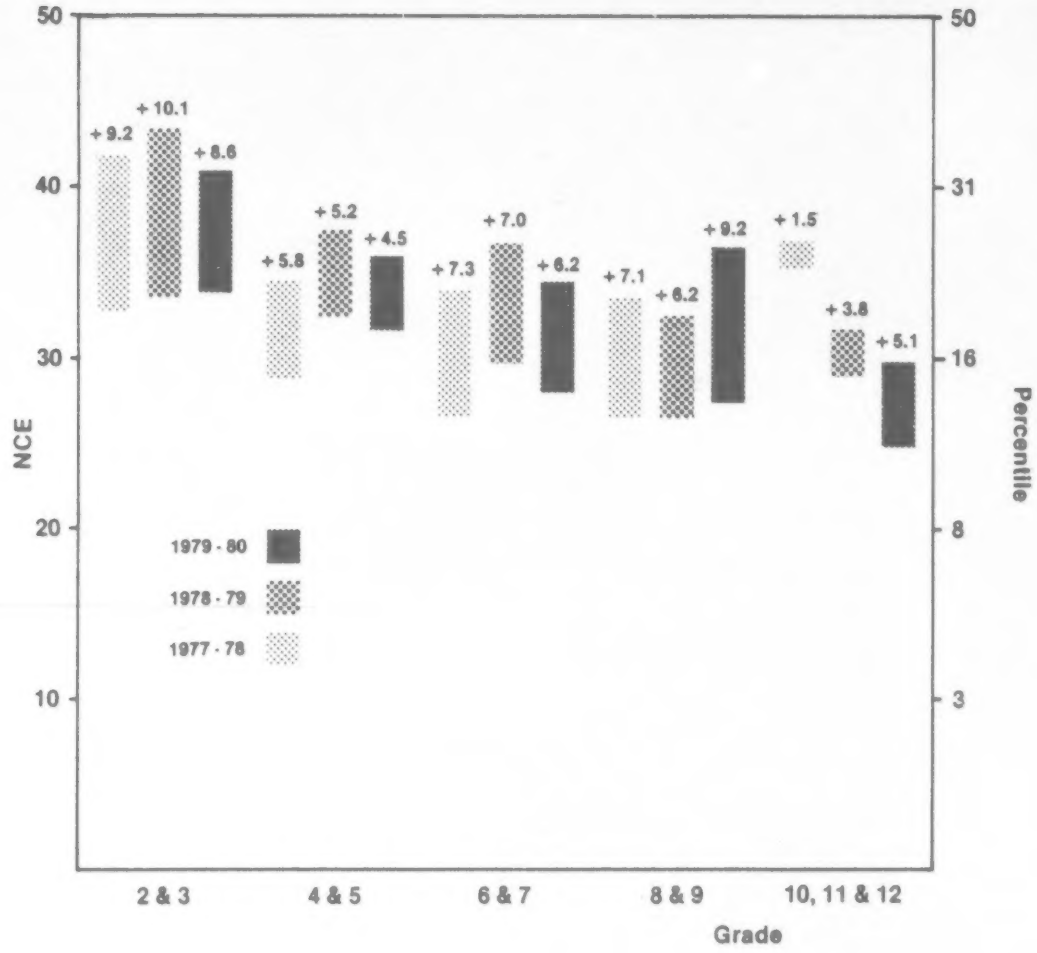
3 Based on data from 157 towns.

4 Based on data from 166 towns.

Sources: "Compensatory Education in Connecticut, Fiscal year 1978," Connecticut State Department of Education, December 1979.
Achievement Analysis 1975 - 76, Connecticut State Department of Education, November 1977.
"Connecticut Compensatory Education Programs, Fiscal year 1978 - 79, Annual Program and Achievement Analysis," Connecticut State Department of Education, July 1980.
"Connecticut Compensatory Education Programs, Fiscal Year 1979 - 80, Annual Program and Achievement Analysis," Connecticut State Department of Education, March 1981.

FIGURE 3.04

PUBLIC SCHOOL STUDENT ACHIEVEMENT IN COMPENSATORY READING PROGRAMS 1977 - 78, 1978 - 79 AND 1979 - 80



Students in compensatory reading programs have shown significant gains in achievement in each of the three years evaluated. Within each year the greatest gains generally have occurred before grade 4.

TABLE 3.05

DISTRIBUTIONS OF STUDENTS' SCORES ON THE OCTOBER 1980 CONNECTICUT NINTH GRADE PROFICIENCY TESTS

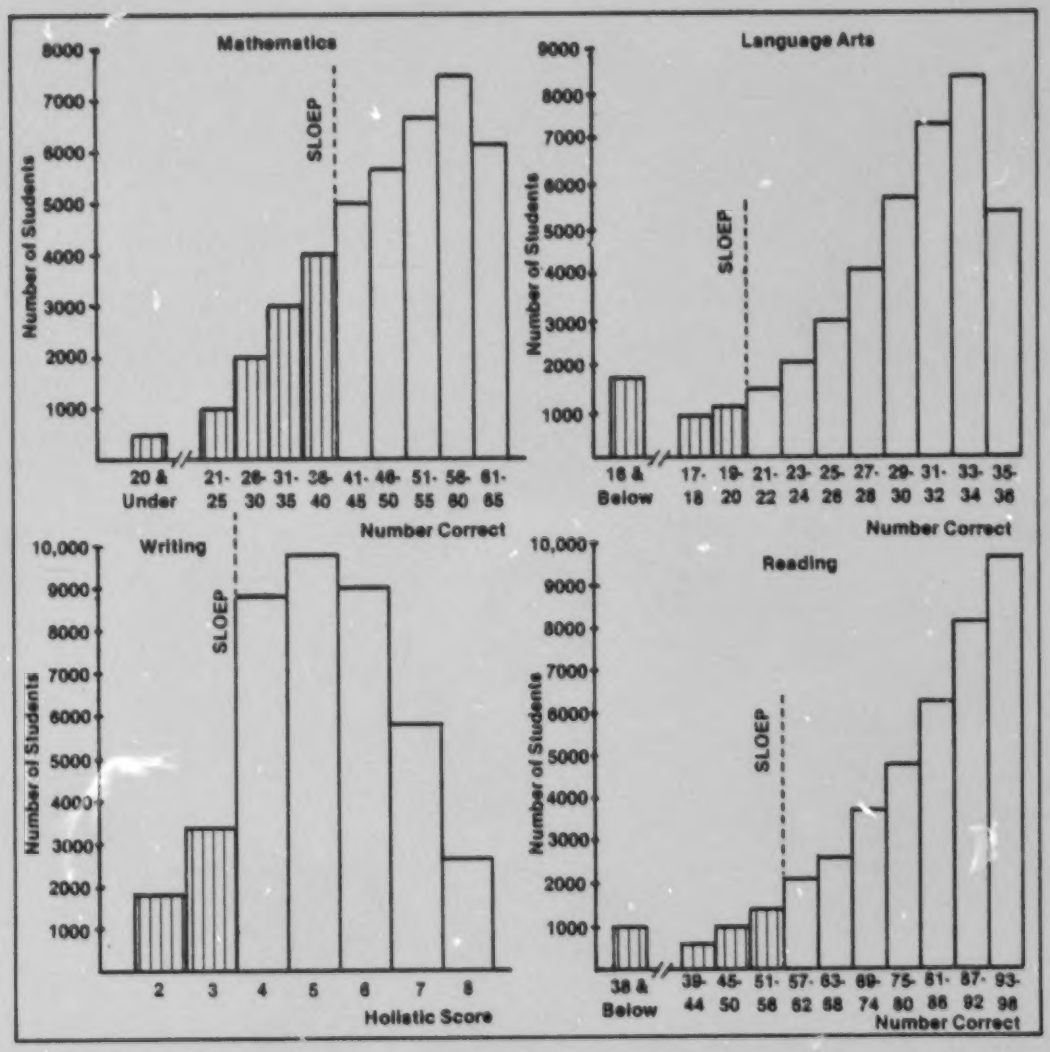
Mathematics		Language Arts		Writing		Reading	
Number Correct	Number of Students	Number Correct	Number of Students	Holistic Score	Number of Students	Number Correct	Number of Students
61 - 65	6,181	35 - 36	5,460	8	2,574	93 - 98	9,679
56 - 60	7,491	33 - 34	8,422	7	5,854	87 - 92	8,127
51 - 55	6,702	31 - 32	7,417	6	8,959	81 - 86	6,268
46 - 50	5,676	29 - 30	5,712	5	9,853	75 - 80	4,817
41 - 45	4,956	27 - 28	4,174	4	8,820	69 - 74	3,752
36 - 40	4,052	25 - 26	2,991	3	3,367	63 - 68	2,717
31 - 35	2,957	23 - 24	2,144	2	1,732	57 - 62	2,085
26 - 30	2,004	21 - 22	1,531			51 - 56	1,380
21 - 25	1,041	19 - 20	1,111			45 - 50	1,068
16 - 20	406	17 - 18	875			39 - 44	648
15 & Below	99	15 - 16	618			33 - 38	455
		14 & Below	1,212			32 & Below	515
Total	**41,565**		**41,667**		**41,159**		**41,491**
Mean Number Correct	48.2		29.1		5.2		79.5
SLOEP*	41		21		4		55
Percent at or above SLOEP*	74.6%		90.8%		87.6%		91.4%

*SLOEP — Statewide Level of Expected Performance

Sources: "Connecticut Ninth-Grade Proficiency Test 1980 - 81 Summary Report," Connecticut State Department of Education, February 1981.
Unpublished data, Connecticut State Department of Education, February 1982.

FIGURE 3.05

DISTRIBUTION OF STUDENTS' SCORES ON THE OCTOBER 1980 CONNECTICUT NINTH GRADE PROFICIENCY TESTS



Each of the four tests which comprise the ninth - grade proficiency testing program has its own statewide level of expected performance (SLOEP). In mathematics, 74.6% of the ninth - graders were above the SLOEP, as were 90.8% in language arts, 87.6% in writing, and 91.4% in reading.

TABLE 3.06

AVERAGE PRELIMINARY SCHOLASTIC APTITUDE TEST / NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT) FOR COLLEGE - BOUND JUNIORS 1974 TO 1981

Test Year	Expected Year of Graduation	Verbal		Mathematics	
		Connecticut	Nation	Connecticut	Nation
1981	1983	42.8	41.5	45.6	45.1
1980	1982	41.9	40.6	45.2	45.2
1979	1981	41.6	40.3	45.3	45.3
1978	1980	42.2	40.6	45.3	44.8
1977	1979	41.5	40.0	44.3	44.2
1976	1978	41.7	40.5	45.2	45.0
1975	1977	41.9	41.1	45.6	45.5
1974	1976	42.7	41.6	46.2	45.9

Sources: "1981 College Bound Juniors PSAT/NMSQT National, New England and Connecticut High School Report," The College Board: Waltham, Massachusetts, 1982.

"1980 College Bound Juniors, PSAT/NMSQT National, New England and Connecticut High School Report," The College Board: Waltham, Massachusetts, 1981.

"1979 College Bound Juniors PSAT/NMSQT 1981 High School Graduates: Entering College Freshman Connecticut and High School Report," The College Board: Waltham, Massachusetts, 1980.

"1978 College Bound Juniors PSAT/NMSQT 1980 High School Graduates: Entering College Freshman Connecticut and High School Report," The College Board: Waltham, Massachusetts, 1979.

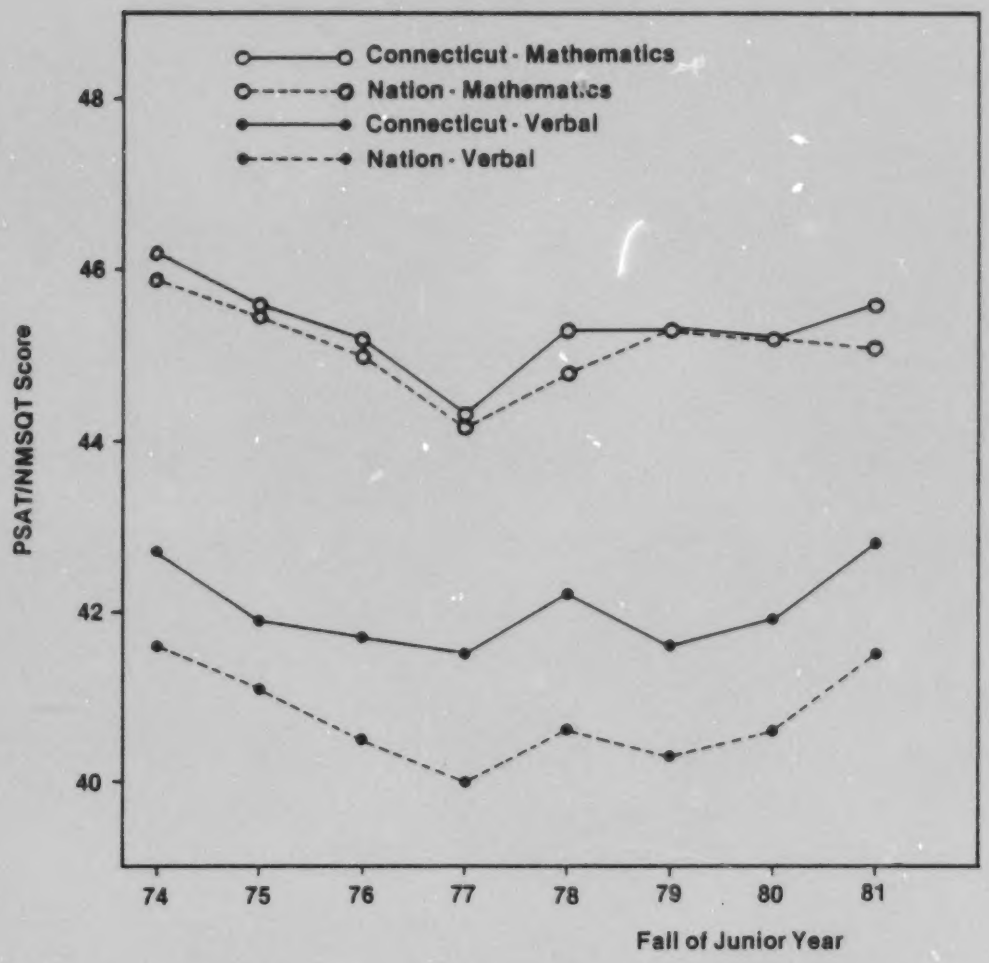
"1977 College Bound Juniors, PSAT/NMSQT 1979 High School Graduates: Entering College Freshman Connecticut and High School Report," The College Board: Waltham, Massachusetts, 1978.

"1976 College Bound Juniors PSAT/NMSQT 1978 High School Graduates: Entering College Freshman Connecticut and High School Report," The College Board: Waltham, Massachusetts, 1977.

"Connecticut PSAT/NMSQT Summary Report 1976," The College Board: Waltham, Massachusetts, 1975.

FIGURE 3.06

AVERAGE PRELIMINARY SCHOLASTIC APTITUDE TEST / NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT) FOR COLLEGE - BOUND JUNIORS 1974 TO 1981



The Connecticut average of 42.8 (on a scale of 20 - 80) on the verbal portion of the October 1981 administration of the PSAT/NMSQT was the highest level recorded in the past eight years, while the mathematics' average of 45.6 was surpassed only once in that time. Both averages exceeded in the national levels.

TABLE 3.07

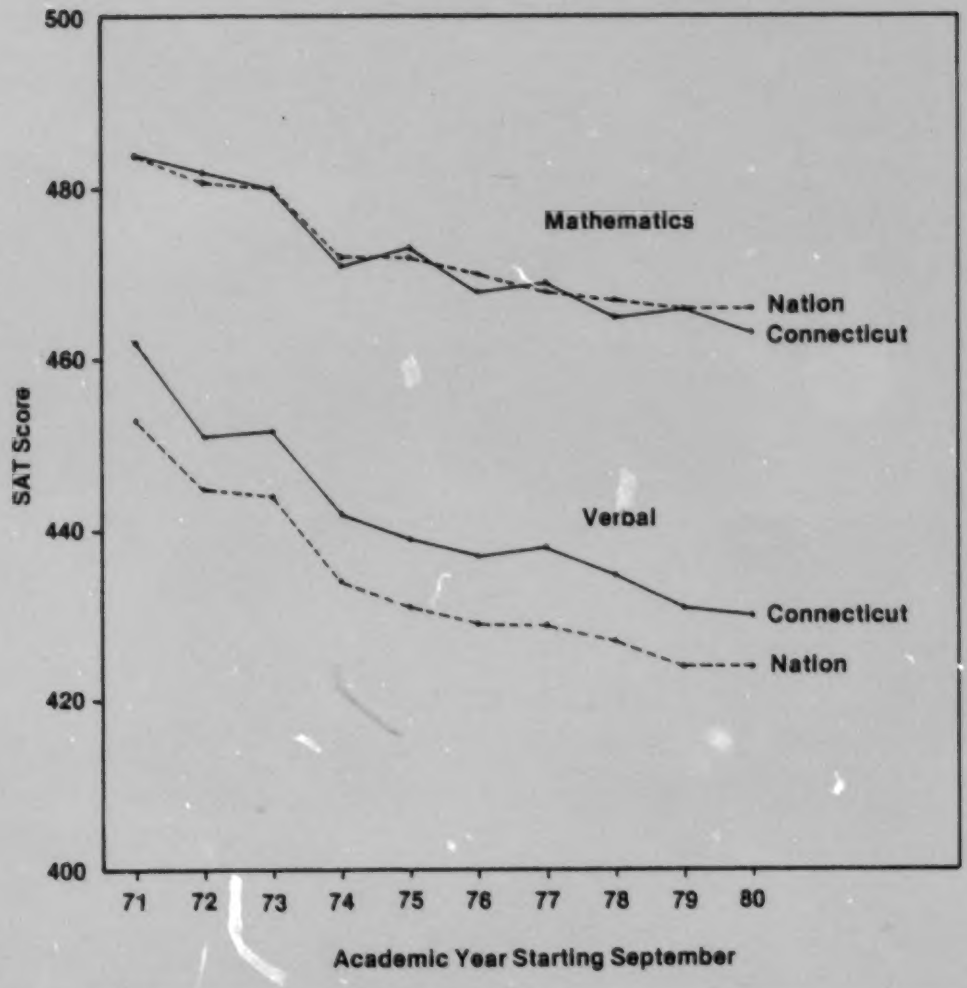
AVERAGE SCHOLASTIC APTITUDE TEST (SAT) SCORES FOR COLLEGE - BOUND SENIORS 1971 - 72 TO 1980 - 81

	Verbal		Mathematics	
Year	Connecticut	Nation	Connecticut	Nation
1980 - 81	430	424	463	466
1979 - 80	431	424	466	466
1978 - 79	435	427	465	467
1977 - 78	438	429	469	468
1976 - 77	437	429	468	470
1975 - 76	439	431	473	472
1974 - 75	442	434	471	472
1973 - 74	452	444	480	480
1972 - 73	451	445	482	481
1971 - 72	462	453	484	484

Source: "College Bound Seniors Report, 1980 - 81," Connecticut State Department of Education, November 1981.

FIGURE 3.07

AVERAGE SCHOLASTIC APTITUDE TEST (SAT) SCORES FOR COLLEGE - BOUND SENIORS 1971 - 72 TO 1980 - 81



In 1980 - 81 the Connecticut SAT verbal average of 430 was six points above the national average but 32 points below the state average in 1971 - 72. The 1980 - 81 Connecticut mathematics average of 463 was three points below the national average and 21 points below the 1971 - 72 state average.

TABLE 3.08

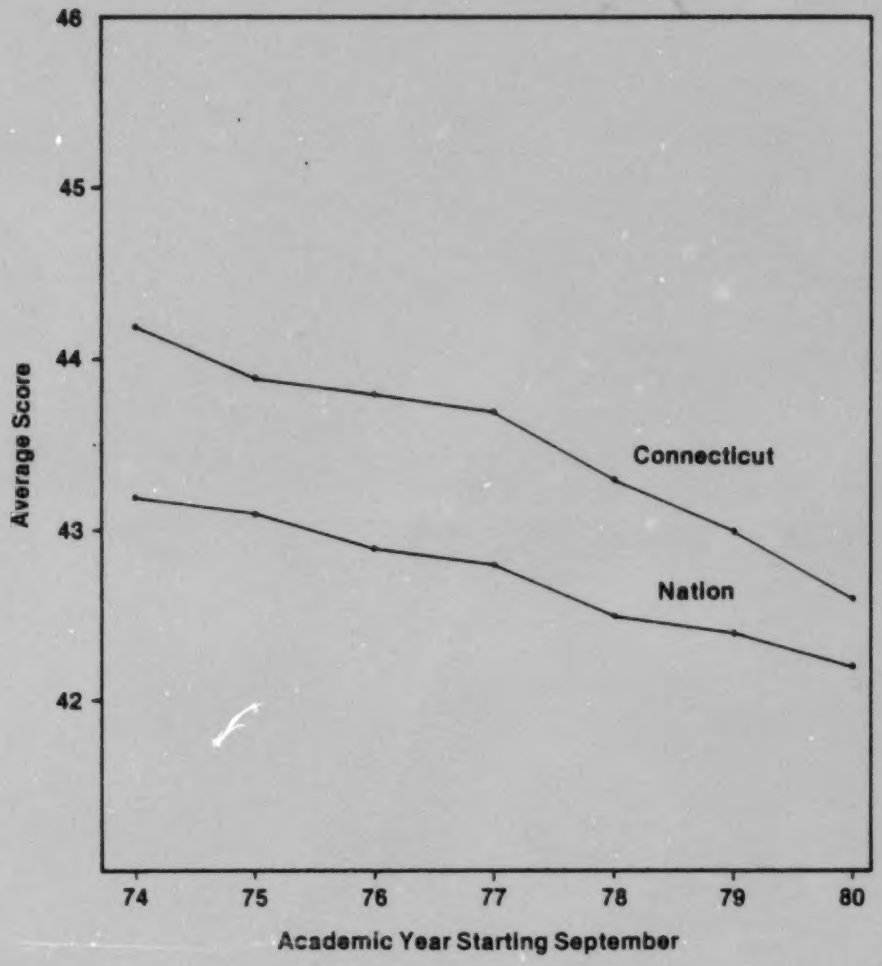
AVERAGE SCORE FOR COLLEGE - BOUND SENIORS ON THE TEST OF STANDARD WRITTEN ENGLISH 1974 - 75 TO 1980 - 81

	Males		Females		Total	
	CT	Nation	CT	Nation	CT	Nation
1980 - 81	41.9	41.5	43.3	42.9	42.6	42.2
1979 - 80	42.3	41.7	43.7	43.0	43.0	42.4
1978 - 79	42.3	41.8	44.2	43.2	43.3	42.5
1977 - 78	42.8	42.0	44.6	43.5	43.7	42.8
1976 - 77	42.9	42.2	44.5	43.7	43.8	42.9
1975 - 76	42.9	42.1	44.9	44.0	43.9	43.1
1974 - 75	43.0	42.2	45.4	44.3	44.2	43.2

Source: "College Bound Seniors Report 1980 - 81," Connecticut State Department of Education, November 1981.

FIGURE 3.08

AVERAGE SCORE FOR COLLEGE - BOUND SENIORS ON THE TEST OF STANDARD WRITTEN ENGLISH 1974 - 75 TO 1980 - 81



For the 1980 - 81 college - bound seniors the Connecticut average on the Test of Standard Written English was 42.6 on a scale of 20 to 80. This was 0.4 points above the national average, but 1.6 points below the state average in 1974 - 75.

TABLE 3.09

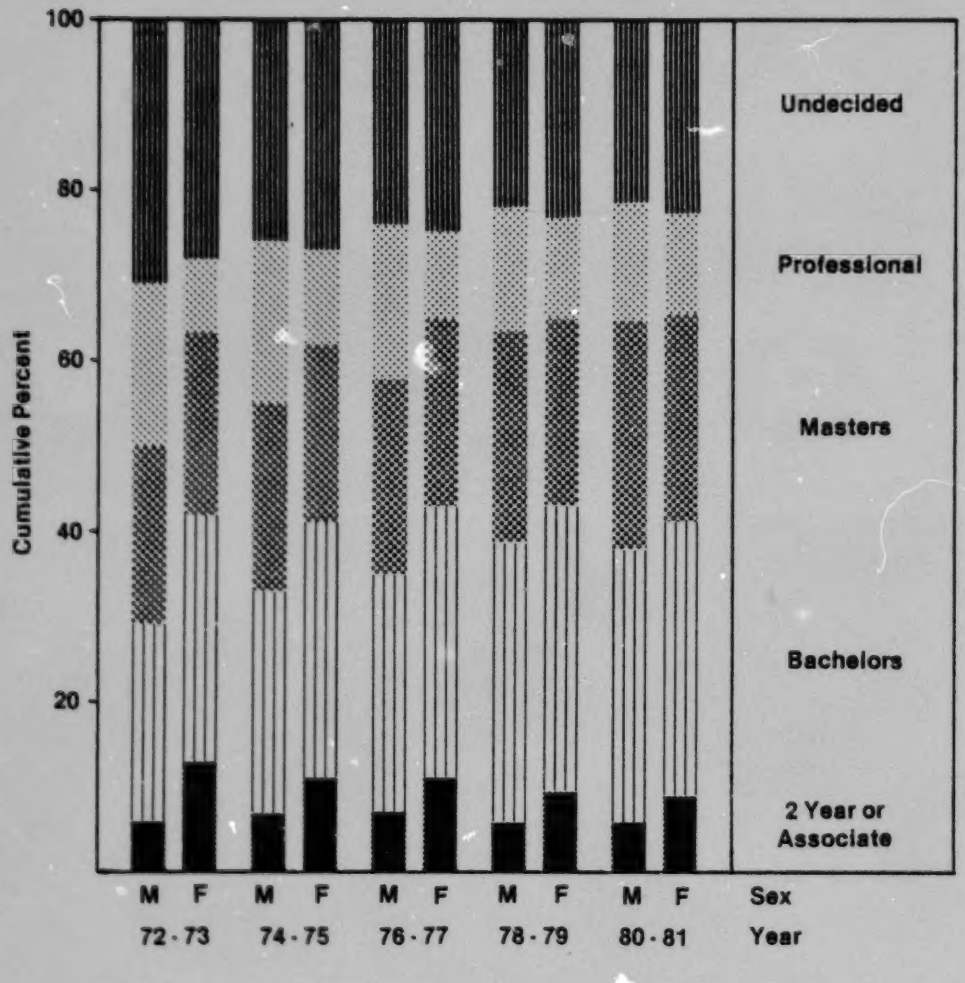
EDUCATIONAL GOALS OF CONNECTICUT COLLEGE - BOUND SENIORS 1972 TO 1980

Goals	Sex	72 - 73	74 - 75	76 - 77	78 - 79	80 - 81
Two Year Training Program	Male	4.0	5.0	5.0	4.4	4.4
	Female	9.0	7.0	6.0	4.3	3.9
	Total	7.0	6.0	5.0	4.3	4.1
Associate in Arts Degree	Male	2.0	2.0	2.0	1.8	1.7
	Female	4.0	4.0	5.0	5.3	4.9
	Total	3.0	3.0	4.0	3.7	3.4
BA or BS Degree	Male	25.0	26.0	28.0	32.4	32.0
	Female	29.0	30.0	32.0	33.6	32.7
	Total	27.0	28.0	30.0	33.0	32.4
MA or MS Degree	Male	19.0	22.0	23.0	24.8	26.3
	Female	21.0	21.0	22.0	21.9	23.9
	Total	20.0	22.0	22.0	23.0	25.0
MD, PhD, Other Professional Degree	Male	19.0	19.0	18.0	14.4	14.2
	Female	9.0	11.0	10.0	11.2	11.7
	Total	14.0	15.0	14.0	12.7	12.9
Undecided	Male	31.0	27.0	24.0	22.2	21.4
	Female	28.0	27.0	25.0	23.7	22.9
	Total	29.0	27.0	25.0	23.1	22.2

Source: "College - Bound Seniors Report, 1980 - 81," Connecticut State Department of Education, November 1981.

FIGURE 3.09

EDUCATIONAL GOALS OF CONNECTICUT COLLEGE - BOUND SENIORS 1972 TO 1980



Since 1972 the degree - level goals of Connecticut's college - bound seniors have shifted toward the Bachelor's and Master's degrees and away from two - year and doctoral programs. The degree - level goals of males and females have become more similar.

TABLE 3.10

EDUCATIONAL ACTIVITIES OF LOCAL PUBLIC HIGH SCHOOL GRADUATES 1971 TO 1980

Year of Graduation		Educational Activity: 4 Year College	2 Year College	Vocational Program	Other Educ.	Total Educ.	Total Graduates [1]
1980	No.	16,123	4,718	2,340	481	23,662	37,683
	Pct.	42.8	12.5	6.2	1.3	62.8	
1979	No.	16,381	4,899	2,506	542	24,328	39,770
	Pct.	41.2	12.3	6.3	1.4	61.2	
1978	No.	16,245	4,868	2,922	282	24,317	39,914
	Pct.	40.7	12.2	7.3	0.7	60.9	
1977	No.	15,892	5,245	2,803	300	24,240	40,393
	Pct.	39.3	12.9	6.9	0.7	60.0	
1976	No.	15,930	5,229	2,965	294	24,418	40,612
	Pct.	39.2	12.9	7.3	0.7	60.1	
1975	No.	15,798	5,464	3,079	278	24,619	40,479
	Pct.	39.0	13.5	7.6	0.7	60.8	
1974	No.	15,022	5,350	2,859	251	23,482	39,340
	Pct.	38.2	13.6	7.3	0.6	59.7	
1973	No.	14,956	5,446	3,267	204	23,873	39,349
	Pct.	38.0	13.8	8.3	0.5	60.7	
1972	No.	14,956	5,346	3,439	288	23,355	37,871
	Pct.	37.7	14.1	9.1	0.8	61.7	
1971	No.	14,171	6,064	3,263	869	24,367	36,248
	Pct.	39.1	16.7	9.0	2.4	67.2	

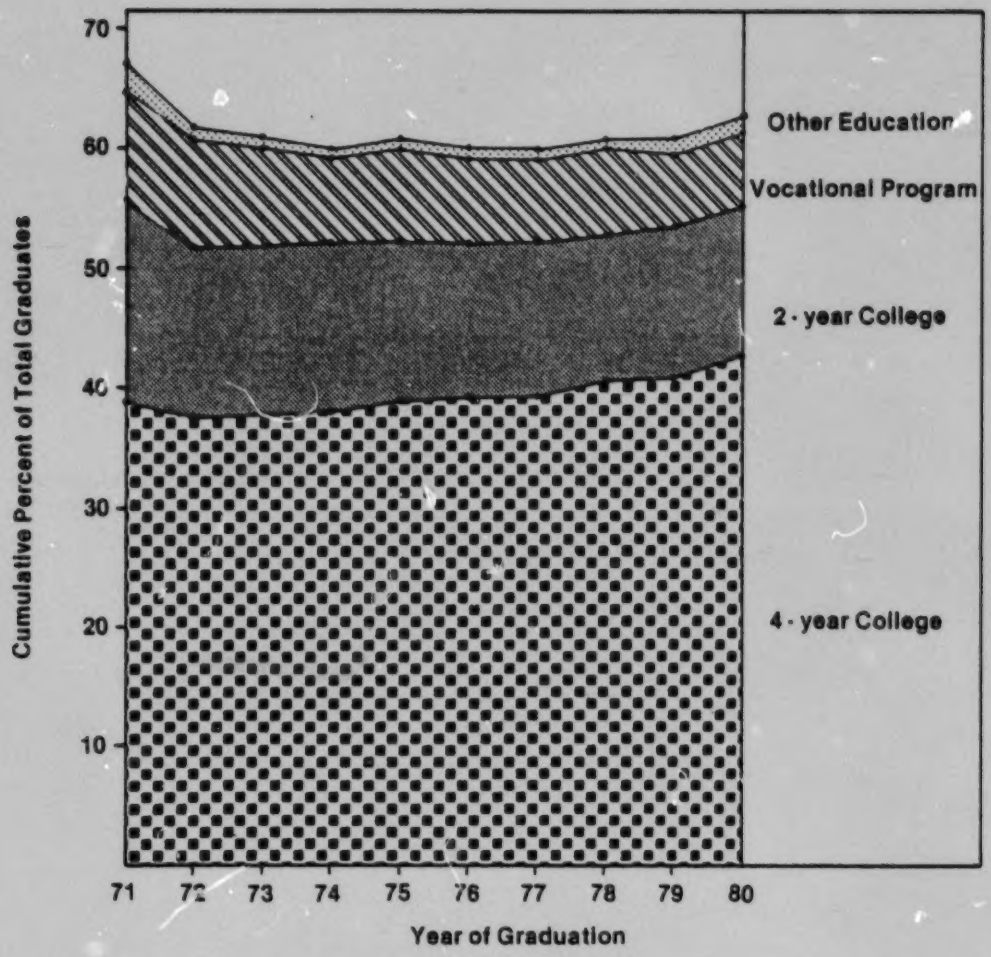
1 Data include graduates from Norwich Free Academy, Gilbert School and Woodstock Academy. The activity of approximately five percent of the students is unknown.

Sources: "High School Graduate Follow - up Report," Connecticut State Department of Education, November 1979, 1980, July 1981.

Unpublished data, CSDE form ED 268, "Graduate Follow - up."

FIGURE 3.10

EDUCATIONAL ACTIVITIES OF LOCAL PUBLIC HIGH SCHOOL GRADUATES 1971 TO 1980



The 62.8 percent of the local public high school graduates continuing their education in 1980 was the highest level since 1971. Since 1972 the percentage attending 4 - year colleges has increased steadily from 37.7% to 42.8%.

TABLE 3.11

EDUCATIONAL ACTIVITIES OF NONPUBLIC HIGH SCHOOL GRADUATES 1971 TO 1980

Year of Graduation		Educational Activity [1] 4 Year College	2 Year College	Vocational Program	Other Educ.	Total Educ.	Total Graduates [2]
1980	No.	5,559	597	205	148	6,509	7,423
	Pct.	74.9	8.0	2.8	2.0	87.7	
1979	No.	5,601	610	162	196	6,569	7,545
	Pct.	74.2	8.1	2.1	2.6	87.1	
1978	No.	4,566	595	373	123	5,657	6,593
	Pct.	69.3	9.0	5.7	1.9	85.8	
1977	No.	3,997	602	378	96	5,073	6,049
	Pct.	66.1	9.9	6.2	1.5	83.8	
1976	No.	4,019	656	344	45	5,064	5,961
	Pct.	67.4	11.0	5.8	0.8	85.0	
1975 [3]	No.	3,917	717	338	58	5,030	5,915
	Pct.	66.2	12.1	5.7	1.0	85.0	
1974 [4]	No.	4,012	684	435	36	5,167	6,066
	Pct.	66.1	11.3	7.2	0.6	85.2	
1973 [5]	No.	4,160	751	428	57	5,406	6,357
	Pct.	65.4	11.8	6.7	0.9	85.0	
1972	No.	4,413	869	466	64	5,812	6,583
	Pct.	67.0	13.2	7.1	1.0	88.3	
1971	No.	4,343	902	441	99	5,785	6,491
	Pct.	66.9	13.9	6.8	1.5	89.1	

1 The activity of approximately 97 percent of the graduates is known.

2 Prior to 1978, data were reported for Connecticut residents only. In 1978, some non - residents were reported and in 1979 the report was revised to include both residents and non - residents.

3 Data estimated for two schools with 482 students.

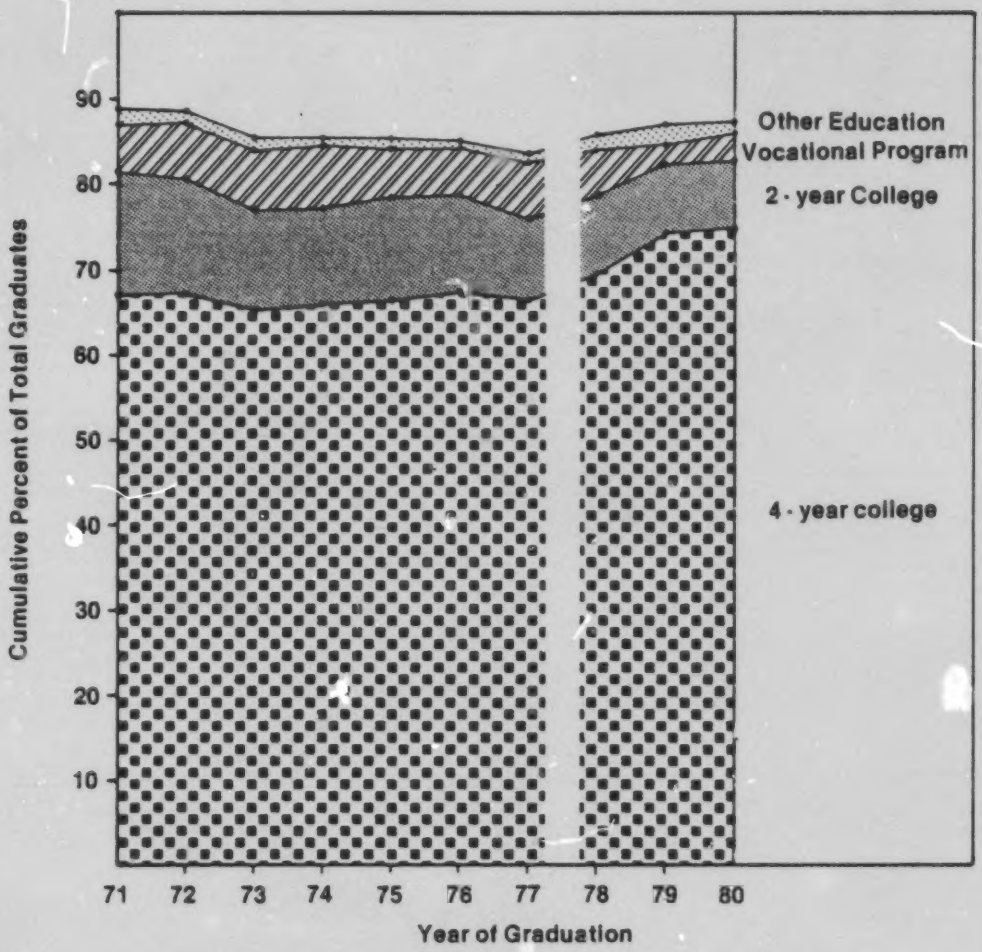
4 Data estimated for one school with 254 students.

5 Data estimated for 13 schools with approximately 1,411 students.

Sources: "High School Graduate Follow - up Report," Connecticut State Department of Education, November 1979, 1980, July 1981.
Unpublished data, CSDE form ED268, "Graduate Follow - up."

FIGURE 3.11

EDUCATIONAL ACTIVITIES OF NONPUBLIC HIGH SCHOOL GRADUATES 1971 TO 1980



Almost three of every four of the June 1980 graduates of the nonpublic high schools were attending 4 - year colleges in October 1980. This is the highest level in the past ten years. Fully 87.7% of the graduates were engaged in post - secondary educational activities.

TABLE 3.12

ACTIVITIES OF LOCAL PUBLIC HIGH SCHOOL GRADUATES AVAILABLE TO ENTER THE WORK FORCE 1971 TO 1980

Year of Graduation		Activity[1] Military	Employed	Un-Employed	Other	Total Available	Total Graduates
1980	No.	1,299	9,408	1,132	536	12,375	37,683
	Pct.	10.5	76.0	9.1	4.6	32.8	
1979	No.	1,406	10,383	1,251	792	13,832	39,727
	Pct.	10.2	75.1	9.0	5.7	34.8	
1978	No.	1,362	9,977	1,616	847	13,802	39,914
	Pct.	9.9	72.3	11.7	6.1	34.6	
1977	No.	1,610	9,808	1,748	981	14,147	40,393
	Pct.	11.3	69.3	12.4	6.9	35.0	
1976	No.	1,585	9,930	2,162	918	14,595	40,612
	Pct.	10.9	68.0	14.8	6.3	35.9	
1975	No.	1,463	9,820	1,958	986	14,227	40,479
	Pct.	10.3	69.0	13.8	6.9	35.1	
1974	No.	1,138	10,426	1,776	1,069	14,409	39,340
	Pct.	7.9	72.4	12.3	7.4	36.6	
1973	No.	980	10,592	1,441	830	13,843	39,349
	Pct.	7.1	76.5	10.4	6.0	35.2	
1972	No.	1,134	9,270	1,523	710	12,637	37,871
	Pct.	9.0	73.3	12.1	5.6	33.4	
1971	No.	1,144	7,276	2,164	-	10,584	36,248
	Pct.	10.8	68.7	20.4		29.2	

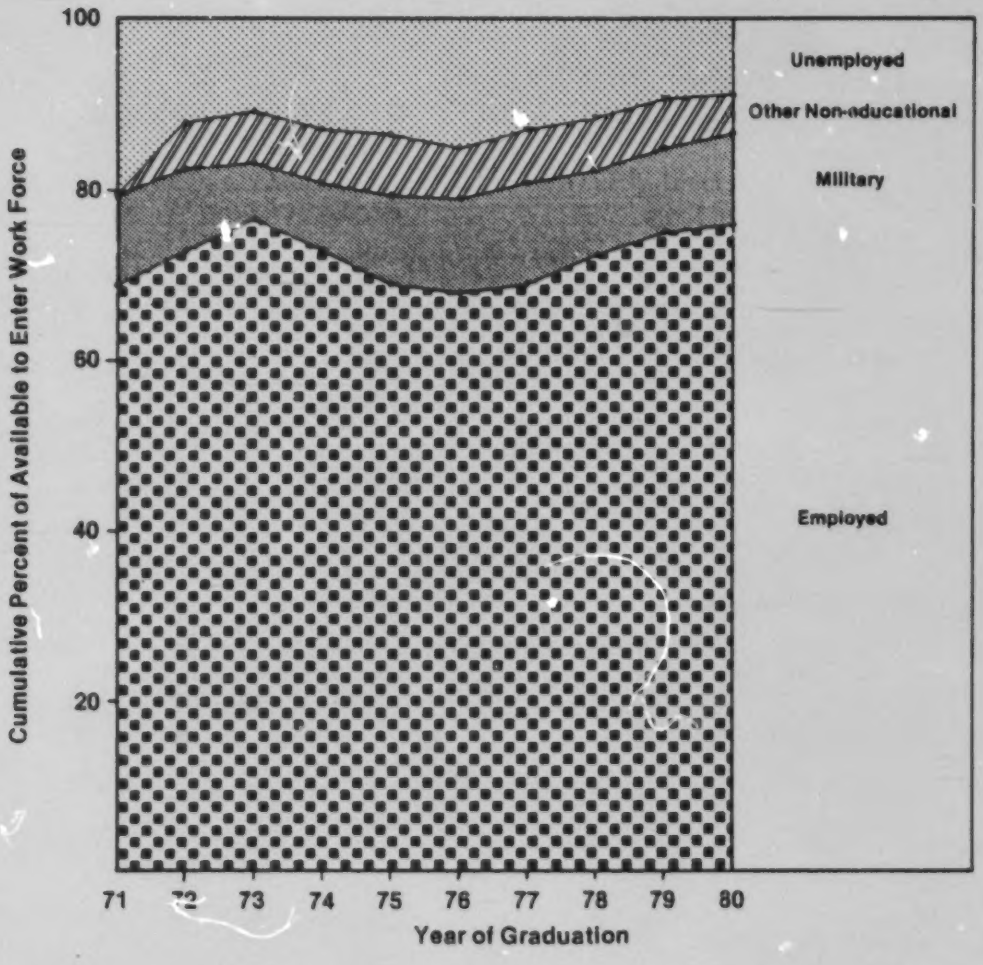
1 Data include graduates from Norwich Free Academy, Gilbert School, and Woodstock Academy. The activity of approximately 5% of the students is unknown. Percentages based on total number of graduates available to enter the workforce.

Sources: "High School Graduate Follow-Up Report," Connecticut State Department of Education, November 1979, 1980, July 1981.

Unpublished data, CSDE form ED268, "Graduate Follow - Up."

FIGURE 3.12

ACTIVITIES OF LOCAL PUBLIC HIGH SCHOOL GRADUATES AVAILABLE TO ENTER THE WORK FORCE 1971 TO 1980



The 32.8 percent of the June 1980 graduates of the local public high schools who were not engaged in post - secondary academic activities was the lowest level since 1971. Of these, 76% were employed, the highest level since 1973.

TABLE 3.13

ACTIVITIES OF NON-PUBLIC HIGH SCHOOL GRADUATES AVAILABLE TO ENTER THE WORK FORCE 1971 TO 1980

Activity 1

Year of Graduation		Military	Employed	Unemployed	Other	Total Avail.	Total Graduates 2
1980	No.	79	580	54	44	757	7,423
	Pct.	10.4	76.6	7.1	5.8	10.2	
1979	No.	73	664	73	22	832	7,545
	Pct.	8.8	79.8	8.8	2.6	11.0	
1978	No.	74	567	62	60	763	6,593
	Pct.	9.7	74.3	8.1	7.9	11.6	
1977	No.	80	524	72	84	760	6,049
	Pct.	10.5	68.9	9.5	11.0	12.6	
1976	No.	76	490	72	45	683	5,961
	Pct.	11.1	71.7	10.5	6.6	11.5	
1975 [3]	No.	56	522	84	41	703	5,915
	Pct.	8.0	74.3	11.9	5.8	11.9	
1974 [4]	No.	52	546	69	71	738	6,066
	Pct.	7.0	74.0	9.3	9.6	12.2	
1973 [5]	No.	61	643	19	53	776	6,357
	Pct.	7.9	87.1	2.6	7.2	12.2	
1972	No.	46	463	36	36	581	6,583
	Pct.	7.9	79.7	6.2	6.2	8.8	
1971	No.	48	422	60	-	530	6,491
	Pct.	9.1	79.6	11.3	-	8.2	

1 The activity of approximately 97% of the graduates is known. Percentages are based on the number of graduates availabe to enter the work force.

2 Prior to 1978 data was reported for Connecticut residents only. In 1978 some non - residents were reported and in 1979 the report was changed to include both residents and non - residents.

3 Data estimated for 2 schools with 482 students.

4 Data estimated for 1 school with 254 students.

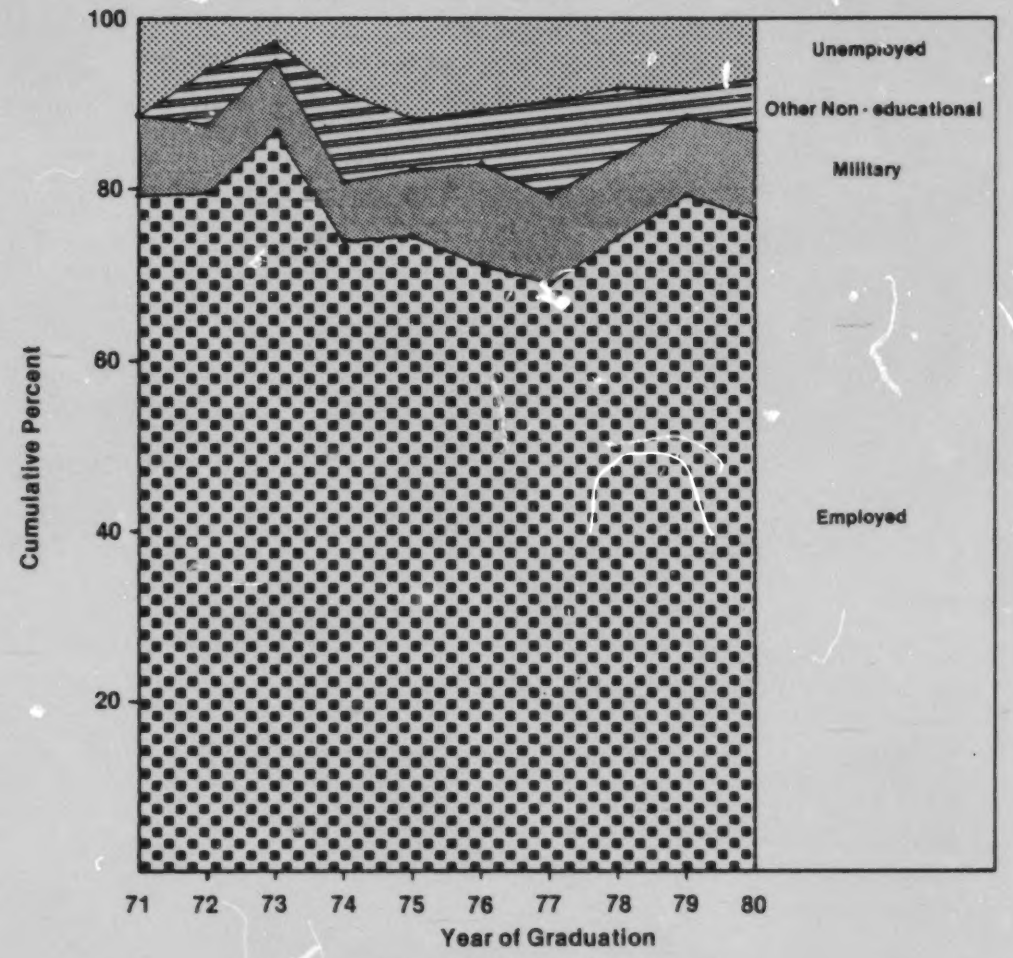
5 Data estimated for 13 schools with approximately 1,411 students.

Sources: "High School Graduate Follow - up Report," Connecticut State Department of Education, November 1979, 1980.

Unpublished data, CSDE form ED268, "Graduate Follow - Up."

FIGURE 3.13

ACTIVITIES OF NON - PUBLIC HIGH SCHOOL GRADUATES AVAILABLE TO ENTER THE WORK FORCE 1971 TO 1980



Between 1971 and 1980 the percentage of nonpublic high school graduates not continuing their education ranged from 8.2% to 12.6% and was 10.2% in 1980. The percentage of these who were employed ranges from 68.9% to 87.1% and was 76.6% in 1980.

TABLE 3.14

ACTIVITIES OF VOCATIONAL - TECHNICAL SCHOOL GRADUATES OF SECONDARY PROGRAMS 1971 TO 1980

Year of Graduation[1]

		1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
Total Number of Graduates		1,549	1,688	1,617	1,723	1,828	2,043	2,234	2,267	2,206	2,355
Status Unknown	No.	64	40	38	80	114	118	172	145	129	251
	Pct.[2]	4.1	2.4	2.4	4.6	6.2	5.8	7.7	6.4	5.8	10.7
Not Available for Placement	No.	423	422	289	351	500	545	566	493	565	634
	Pct.[2]	27.3	25.0	17.9	20.4	27.4	26.7	25.3	21.7	25.6	26.9
Continued Fulltime Schooling	No.	311	262	184	241	294	343	365	323	398	467
	Pct.[2]	20.1	15.5	11.4	14.0	16.1	16.8	16.3	14.3	18.0	19.8
Entered Military	No.	150	148	87	102	195	191	180	148	144	144
	Pct.[2]	9.7	8.8	5.4	5.9	10.7	9.3	8.3	6.5	6.5	6.1
Other	No.	12	12	18	8	11	11	15	22	23	23
	Pct.[2]	0.8	0.7	1.1	0.5	0.6	0.5	0.7	1.0	1.0	1.0
Available for Placement	No.	1,012	1,226	1,290	1,292	1,214	1,380	1,496	1,629	1,512	1,470
	Pct.[2]	65.3	72.6	79.8	75.0	66.4	67.5	67.0	71.9	68.5	62.4
Employed - Related Occupation	No.	632	794	968	932	724	905	1,013	1,213	1,103	980
	Pct.[3]	62.5	64.8	75.0	72.1	59.6	65.6	67.7	74.5	72.9	66.7
Employed - Unrelated Occupation	No.	279	295	266	273	317	346	368	323	323	363
	Pct.[3]	27.6	24.1	20.6	21.1	26.1	25.1	24.6	19.8	21.4	24.7
Employed - Part-time	No.	14	19	2	9	24	10	11	12	33	47
	Pct.[3]	1.4	1.5	0.2	0.7	2.0	0.7	0.7	0.7	2.2	3.2
Unemployed	No.	87	118	54	78	149	118	104	81	53	80
	Pct.[3]	8.6	9.6	4.2	6.0	12.3	8.6	7.0	5.0	3.5	5.4

1 Data were reported as of November 15 prior to 1975, and as of February 15 in 1975 and in subsequent years. Data excludes adult health aides.

2 Percent of Total Number of Graduates.

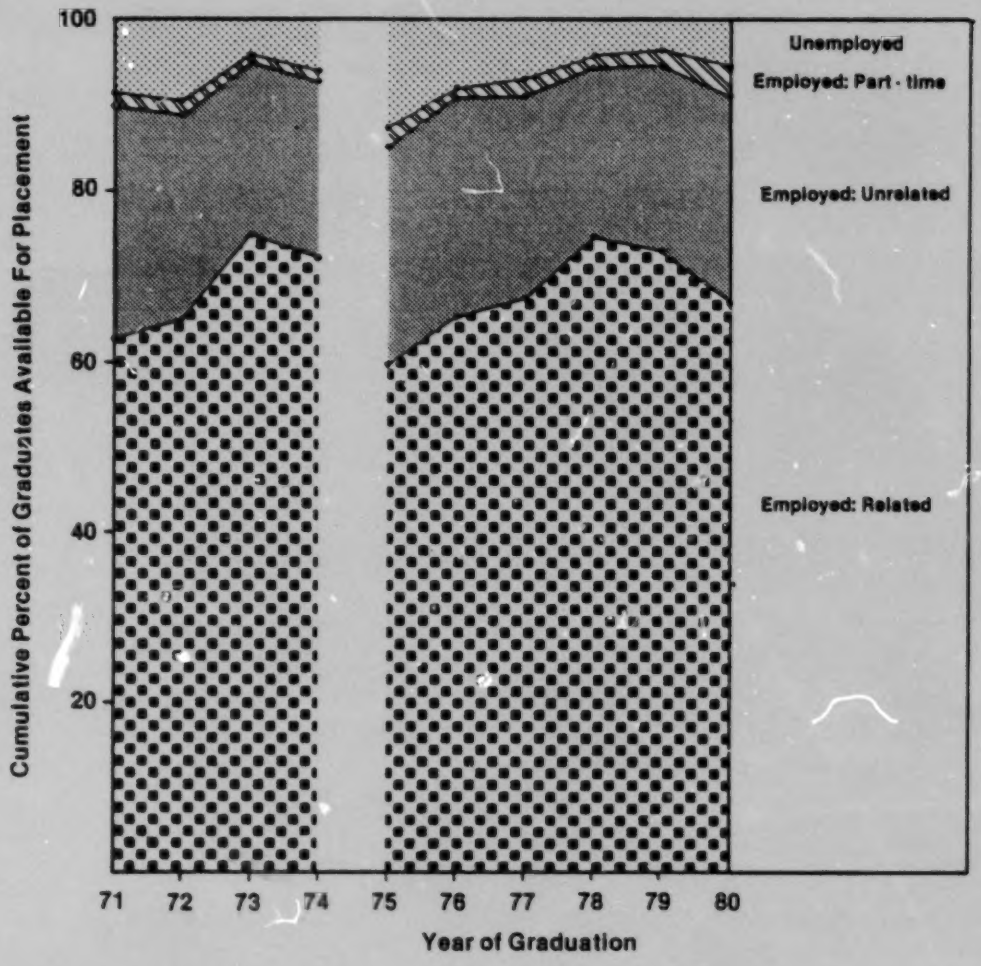
3 Percent of Available for Placement.

Sources: Unpublished data, CSDE Form ED404A, "Completer Follow - up Report for Vocational Education Programs" November 1981.

"Graduate Follow - Up Statistical Data on Connecticut Students Completing Vocational Programs," Connecticut State Department of Education, 1970 - 1978.

FIGURE 3.14

ACTIVITIES OF VOCATIONAL - TECHNICAL SCHOOL GRADUATES OF SECONDARY PROGRAMS (AVAILABLE FOR PLACEMENT) 1971 TO 1980



Between 1975 and 1980 the percentage of vocational - technical secondary program graduates who were employed in an occupation related to their training ranged from a low of 59.6% in 1976 to a high of 74.5% in 1978 and was 66.7% in 1980. The percentage unemployed ranged from a high of 12.3% in 1975 to a low of 3.5% in 1979 and was 5.4% in 1980.

TABLE 3.15

STUDENT ATTRITION FROM GRADE 9 TO GRADUATION IN CONNECTICUT LOCAL PUBLIC SCHOOLS 1971 TO 1980

Year of Graduation	Year in 9th Grade	Number of Graduates [1]	Number of 9th Graders 4 yrs. earlier	Cohort Completion Percentage
1980	1976	37,683	50,447	74.7
1979	1975	39,727	52,241	76.0
1978	1974	39,914	51,510	77.5
1977	1973	40,393	51,179	78.9
1976	1972	40,612	52,430	77.5
1975	1971	40,479	51,850	78.1
1974	1970	39,340	48,723	80.7
1973	1969	39,349	47,973	82.0
1972	1968	37,871	45,816	82.7
1971	1967	36,248	44,085	82.2

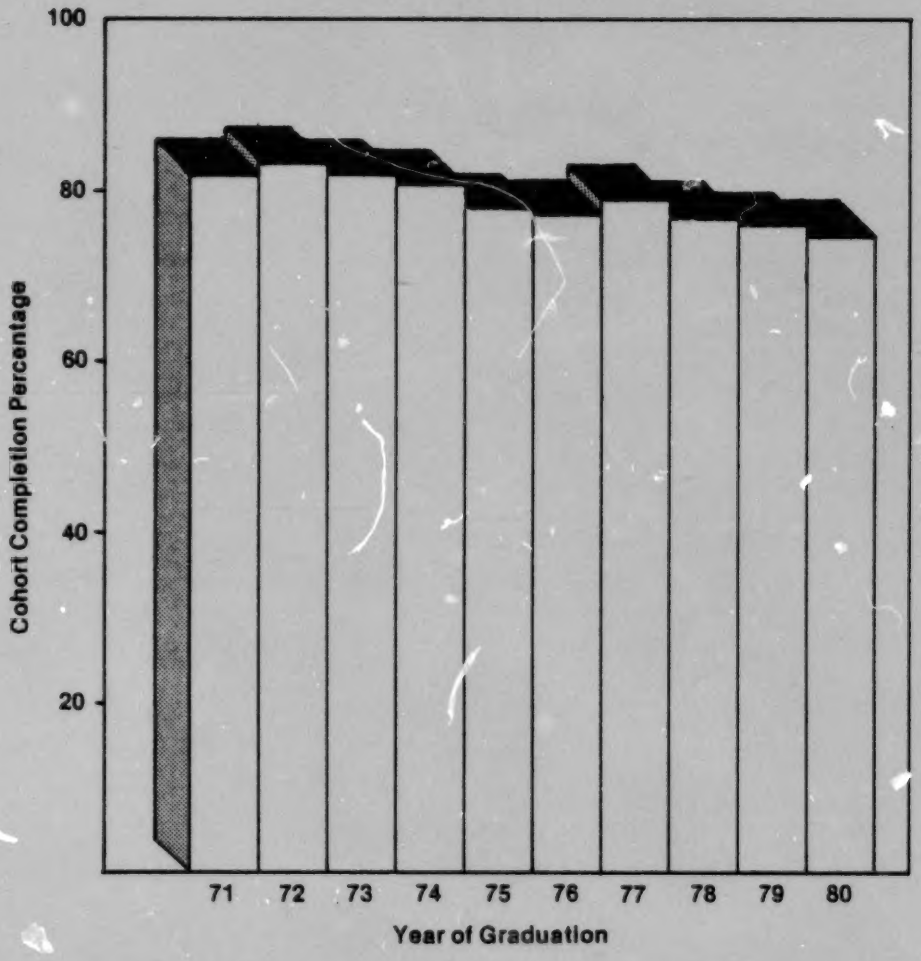
1 Excludes vocational - technical school graduates

Sources: "Local Public School Enrollment and Enrollments in Other Educational Facilities, "Connecticut State Department of Education, 1967 - 1976.

"High School Graduate Follow-Up Report, June 1980 Graduates," Connecticut State Department of Education, July 1981.

FIGURE 3.15

STUDENT ATTRITION FROM GRADE 9 TO GRADUATION IN CONNECTICUT LOCAL PUBLIC SCHOOLS 1971 TO 1980



Of the cohort of 1976 ninth graders, 74.7% were graduated in 1980. This contrasts to the ten - year high of 82.7% for the 1968 ninth grade cohort. Over 12,700 students of the 1976 ninth grade cohort had dropped out, transferred, been retained, been graduated early or died by June 1980.

TABLE 3.16

NUMBER OF STUDENTS PASSING THE HIGH SCHOOL EQUIVALENCY EXAMINATION 1971 TO 1980

Year	English - Language Test	Spanish Test	Total
1980	4664	219	4863
1979	4151	159	4310
1978	4131	186	4317
1977	3645	232	3877
1976	3676	269	3945
1975	3359	303	3662
1974	3293	253	3546
1973	2848	376	3224
1972	2696	221	2917
1971	2634		2634

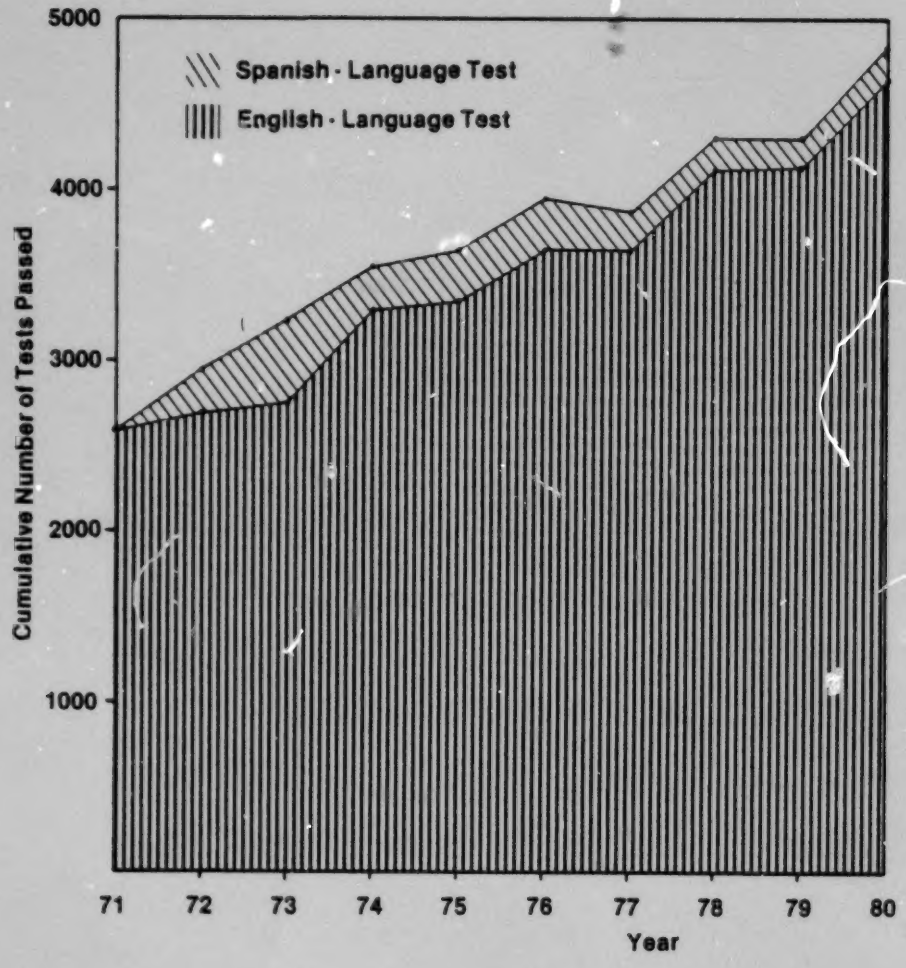
Notes: (1) Connecticut used the General Education Development High School Equivalency Examination.

(2) The Spanish version of the test was first available in May 1972.

Source: Unpublished data, high school equivalency testing program. Connecticut State Department of Education.

FIGURE 3.16

NUMBER OF STUDENTS PASSING THE HIGH SCHOOL EQUIVALENCY EXAMINATION 1971 TO 1980



In 1980, 4683 adults passed the General Educational Development high school equivalency test. This was almost 85% greater than the number passing ten years ago.

TABLE 3.17

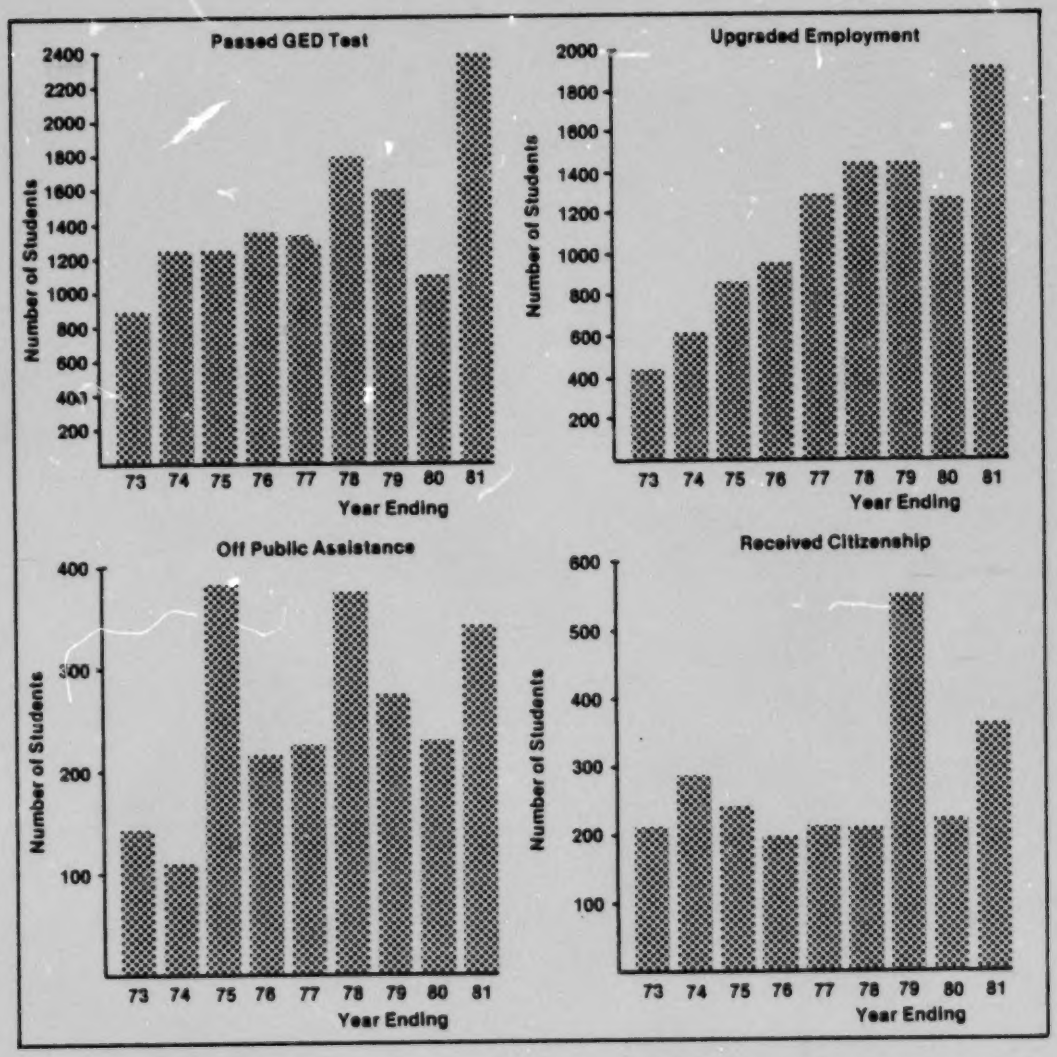
ADULT BASIC EDUCATION PROGRAM IMPACT
1972 - 73 TO 1980 - 81

Year	Passed General Education Development Test	Removed from Public Assistance Rolls	Upgraded or Obtained Employment	Received Citizenship
1980 - 81	2398	345	1918	364
1979 - 80	1113	231	1274	227
1978 - 79	1603	276	1438	555
1977 - 78	1804	374	1431	215
1976 - 77	1310	227	1259	216
1975 - 76	1375	217	954	201
1974 - 75	1237	383	866	243
1973 - 74	1234	111	630	286
1972 - 73	888	143	425	208

Source: Department of Education form 365-1, "Adult Education Annual Performance Report."

FIGURE 3.17

ADULT BASIC EDUCATION PROGRAM IMPACT
1972 - 73 TO 1980 - 81



In 1980 - 81 almost 2400 adult basic education students earned a high school diploma by passing the GED test. This was the highest level ever recorded and more than double the prior year. The 1918 students who upgraded or obtained employment was also the highest ever recorded. Additionally, 345 students were removed from the public assistance rolls and 364 received their citizenship.

IV. STAFF

One of the keys to student performance is the quality of the teaching and administrative staff. Currently the statistics on staffing ratios, years of experience and education level of the professional staff are all positive. These indicators are only part of the picture, however. Other indicators show that teachers are retiring earlier, that more teachers are leaving to take jobs in other professions and that the salary structure has failed to keep pace with inflation. The number of graduates in education has fallen sharply as has the number of high school seniors citing education as a career choice. Starting salaries are low by any standard and job security is threatened by reductions in force. One of the challenges facing Connecticut educators in the 1980's will be to maintain the high quality of professional staff, and to attract high quality students into teacher preparation programs.

The enrollment decline and budgetary restraints necessitated a reduction in the number of teachers. In September, 1980, there were 38,624 full time certified professional staff in Connecticut's local public schools (see Table 4.01). This was 580 (1.5%) fewer than the prior year. This decline would have been greater had there not been an increase of 223 special education teachers. The number of elementary teachers declined by 253 (2.0%) and the number of subject area (including vocational education) teachers declined by 524 (2.9%). There were only minor changes in the number of support staff and administrators.

The distribution of staff by assignment area reflects the recent decline in the number of elementary school children and the increase in the number of students identified as needing special education services. In the fall of 1980, general elementary teachers comprised 32.6% of the staff, compared to 34.9% in 1976 (see Table 4.02). The percent of staff in content area subjects (including vocational education) has declined from a peak of 46.8% in 1978 to 45.0% in 1980. Areas with increasing percentages were special education(from 6.7% to 8.7%) and support staff (from 6.3% to 6.8%). The percentage of administrators has remained fairly constant, ranging between 5.8% and 6.0% since 1976.

As the number of minority students has increased, so has the number of minority staff. In 1980, the local public schools employed 2,242 minority professionals, 40% more than in 1971 (see Table 4.01). Minorities now comprise 5.7% of the certified staff. In recent years, most of this increase can be attributed to the growth of bilingual programs. Since 1976, the number of black professionals has increased by only 24 while the number of hispanic professionals increased by 186.

Between 1978 and 1980, a 7.9% decline in the number of students in the local public schools coupled with a 2.7% decline in the number of teachers increased the number of teachers per 1,000 students from 61.5 to 65.0 (see Table 4.03). This is equivalent to an improvement in the student - teacher ratio from 16.3:1 to 15.4:1. Staffing ratios vary considerably from district to district. In 1980, this ratio ranged from 49.2 to 93.6 teachers per 1,000 students for all districts and from 53.3 to 76.0 for K - 12 districts.

A 2.3% decline in the number of support staff between 1978 and 1980, coupled with the student decline, increased the number of support staff per 1,000 students from 4.8 to 5.2 (see Table 4.04). In 1980, this number ranged from a low of 0.0 to a high of 9.1 Four districts reported no support staff, one less than in 1978. These districts typically have outside consultants on contract to perform counseling, guidance, social work, psychological or reading consultant services as needed.

Improved identification of those professionals with administrative duties, rather than an increase in the true number of administrators, caused the number of administrators to increase from 6.2 per 100 non - administrators in 1978 to 6.4 in 1980 (see Table 4.05). This number in 1980 ranged from a low of 3.4 to a high of 13.9. Many of the districts with high administrative ratios were smaller districts with one principal and a shared superintendent. In K - 12 districts this ratio ranged from 3.4 to 10.1 administrators per 100 non - administrators. This range was narrower than that reported in 1978.

The statistical profile of the teachers and support staff has changed significantly with staff reductions decreasing the number of new teachers hired. In 1980, the "average" non - administrator earned $17,624, had 11.3 years of teaching experience in Connecticut, was 39.5 years old, and had earned a Master's degree (see Tables 4.06 to 4.09). Between 1976 and 1980 their mean salary increased by 27.8%, compared to a 45.8% increase in the September Consumer Price Index. Between 1978 and 1980 the mean number of years of Connecticut teaching experience rose by 1.3 years and the percentage of staff with less than one year of experience fell from 7.6% to 2.4%. Between 1976 and 1980, the average age of these staff rose from 37.6 to 39.5 years old. The percentage of teachers and support staff with an advanced degree

increased from 58.2% to 69 0% between 1976 and 1980.

The statistical profile of administrators has changed too, but not as drastically as that of teachers and support staff. In 1980, the "average" administrator earned $28,960, had 19.5 years of Connecticut education experience, was 47.0 years old, and had a sixth year certificate (see Tables 4.10 to 4.13). Between 1976 and 1980 the mean salary of administrators rose by 34%. Between 1978 and 1980 the mean years of Connecticut experience rose by 0.8 years and the percentage with over 25 years of experience rose from 27.7% to 31.1%. Between 1976 and 1980 the mean age increased from 46.4 years to 47.0 years old. In 1976, 72.6% of the administrators held a sixth year certificate or doctorate; in 1980 in this percentage had increased to 80.4%.

Between 1979 and 1980, the percentage of female educators in the local public schools increased from 59.6% to 60.9% of the professional staff (see Table 4.14). In the past year, the number of males declined by 712 while the number of females increased by 132. In all assignment groups examined (special education, elementary, languages, vocational, mathematics, sciences, and administration) the percentage of women increased. Particularly notable was an increase in the percentage of female administrators from 14.2% to 15.5%.

The supply of teachers, as estimated from the number of graduates from the teacher preparation programs of Connecticut's colleges and universities, has declined markedly from the 1972 - 73 levels when 2,996 Bachelor's degrees were awarded in education (see Table 4.15). In 1980 - 81 there were 1,209 Bachelor's degrees awarded in education, a 60% decline from the 1972 - 73 level. Most of the decline occurred in elementary education where the drop of 1,286 graduates represented 72% of the total decline. The decline in Master's degrees and sixth year certificates combined was less severe. The 2,401 Master's degrees awarded in 1980 - 81 were 668 (22%) fewer than in 1972 - 73. As with the Bachelor's degree, most (66%) of the decline occurred in elementary education. These figures represent only a part of the supply of teachers. Currently unavailable are the number of students with a minor in education (and thus certifiable), but trained in an academic subject area such as English, the sciences or the languages; the number of teachers recruited from outside of Connecticut; and the number of teachers certified but not currently teaching.

A general shortage of quality teachers is possible if the supply of education graduates continues to decline. If the career choice of recent college - bound high school seniors is a reliable indicator, this will happen. In 1972, 11.4% (approximately 3,800 students) of the college - bound seniors indicated they intended to study education (see Table 4.16). In 1977 this percentage had fallen to 7.8% (about 2,500) of the college - bound seniors. These high school seniors would be expected to earn their Bachelor's degrees in 1980 - 81. By 1981 the percentage of college - bound seniors planning to study education was 5.7% (approximately 1,800 students).

Low salary is cited often as one reason for the decline in the number of people entering education. In 1980 the median starting salary (Bachelor's level) was $10,155 (see Table 4.17). Starting salaries ranged from a low of $8,466 to a high of $12,653. These salaries, although based on a ten - month year, are low relative to other occupations requiring similar training. The median starting salary has increased only by 11.6% since 1976 - 77.

Retirement is one component of teacher turnover. While the Teachers' Retirement System serves educators throughout the state, most of their membership comes from the local public schools. The number of retirees has varied little in the past ten years. It has ranged from a low of 534 to a high of 698, representing from 1.1% to 1.5% of the prior year's active membership (see Table 4.18). More interesting is that people are retiring earlier with fewer years experience. The percentage of those retiring before age 60 with 20 years experience has increased from 21.4% in 1971 - 72 to 46% in 1980 - 81. Concurrently the mean retirement age has dropped from 63.0 to 61.1 years and the mean years of experience from 32.1 to 27.0 years.

A second component of teacher turnover is the number leaving before retirement. Withdrawal of contributions to the Teachers' Retirement System represents a very crude indicator of this part of turnover, because teachers can withdraw their money years after leaving teaching. This makes the statistics on the number of withdrawals (between 2,000 and 3,000 annually since 1971 - 72) relatively ambiguous (see Table 4.19). More interesting are the reasons cited for withdrawal. In 1971 - 72 almost 7% (195) of the teachers cited "entering another field" as the reasons for leaving; in 1980 - 81 the figure had reached 25% (610). Educators must identify and address the causes for this increase, since those changing careers are often the quality teachers that must be retained if our students are to receive a quality education.

TABLE 4.01

NUMBER OF MINORITY AND NON-MINORITY STAFF IN LOCAL PUBLIC SCHOOLS 1971 TO 1980

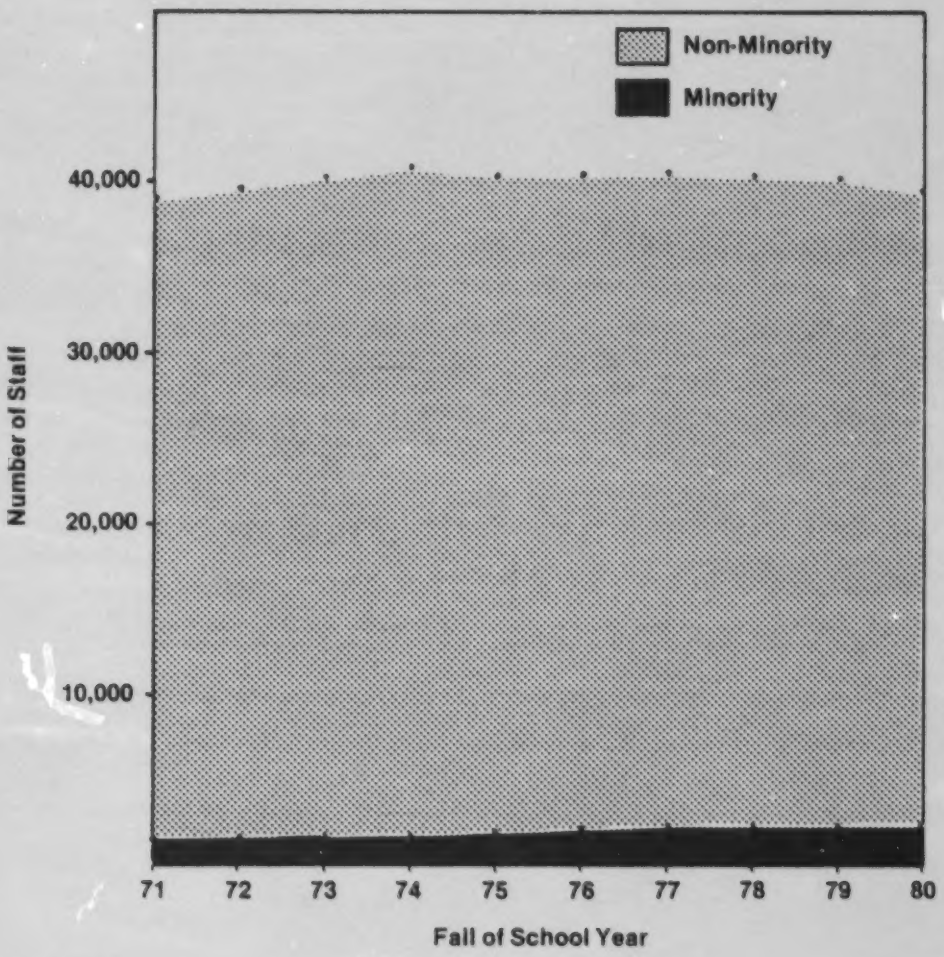
Fall of School Year	Total Staff (A)	Total Staff (B)	Non-Minority Staff	Minority Staff
1980	38,624	39,624	37,382	2,242
1979	39,204	40,210	38,014	2,196
1978	39,578	40,375	38,209	2,166
1977		40,404	38,322	2,069
1976		40,408	38,369	2,039
1975		40,118	38,164	1,954
1974		41,007	39,060	1,947
1973		40,211	38,412	1,799
1972		39,454	37,740	1,714
1971		38,990	37,386	1,604

*The staff totals in Column A were taken from the individual teacher records of the Teachers' Retirement System and were published in the Staff Reports of 1979, 1980 and 1981. These counts accurately reflect the number of fulltime professional staff, but are available for three years only. The staff totals in Column B and subsequent columns were taken from the Racial Surveys of the Connecticut State Department of Education. They are useful for the relative information that they provide.

Sources: "Minority Pupils and Staff in the Connecticut Public Schools - October 1, 1980" Connecticut State Department of Education, January 1981.
"School Staff Report," Connecticut State Department of Education, June 1980, June 1979 and June 1981.

FIGURE 4.01

NUMBER OF MINORITY AND NON-MINORITY STAFF IN LOCAL PUBLIC SCHOOLS 1971 TO 1980



Although the size of the public school staff has declined in the past four years, the number of minority staff has increased steadily, up almost 40% since 1971. Minorities now comprise 5.7% of the professional staff.

TABLE 4.02

DISTRIBUTION OF FULL-TIME PROFESSIONAL STAFF BY ASSIGNMENT AREA 1976 TO 1980

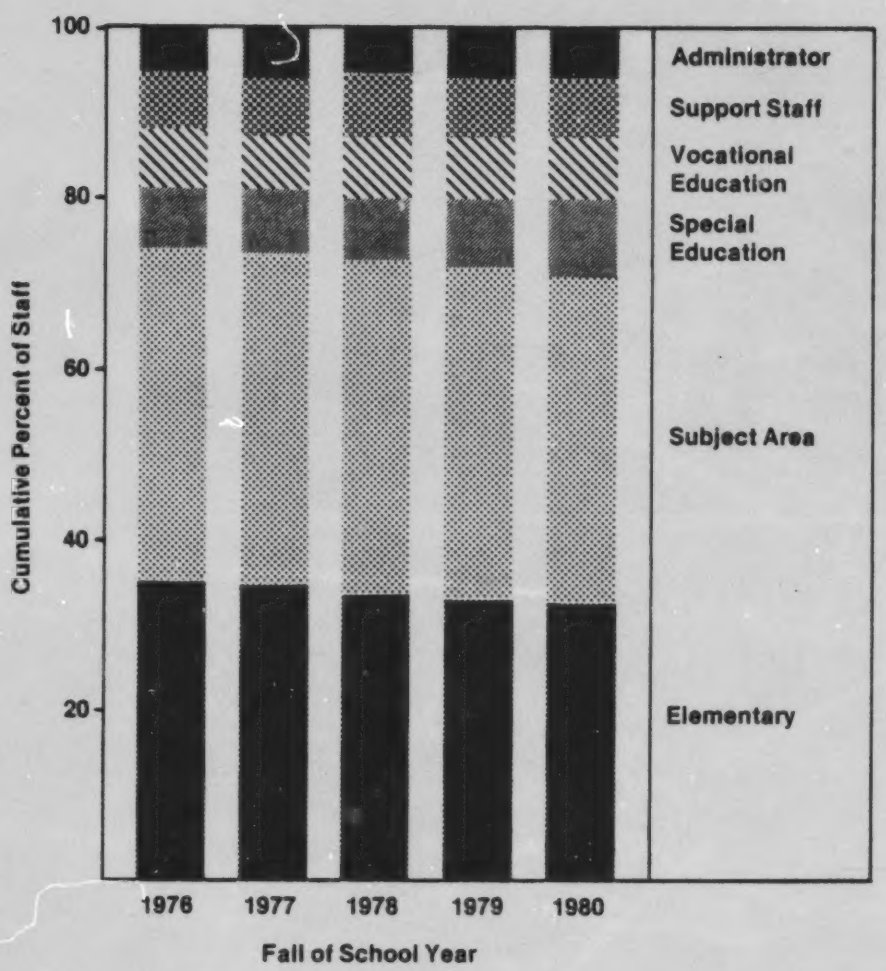
	Percent of Staff				
Assignment Area	**1976**	**1977**	**1978**	**1979**	**1980**
General Elementary Teacher	34.9	34.3	33.3	32.7	32.6
Subject Area Teacher	39.1	39.2	39.4	39.2	38.6
Special Education Teacher	6.7	6.7	7.3	8.0	8.7
Vocational Education Teacher 1	7.2	7.3	7.4	7.3	7.4
Support Staff	6.3	6.5	6.8	6.8	6.8
Administrator	5.8	5.9	5.8	5.9	6.0

1. Includes agriculture, business and office, career education, distributive education, health occupations, home economics, industrial arts, related subjects, and skilled trades.

Sources: "School Staff Report", Connecticut State Department of Education, May 1978, June 1981.

FIGURE 4.02

DISTRIBUTION OF FULL-TIME PROFESSIONAL STAFF BY ASSIGNMENT AREA 1976 TO 1980



Special education teachers and support staff comprised a greater percentage and elementary and content area teachers a smaller percentage of the professional staff in 1980 than they did in 1976.

TABLE 4.03

TEACHERS PER 1000 STUDENTS 1978, 1979 AND 1980

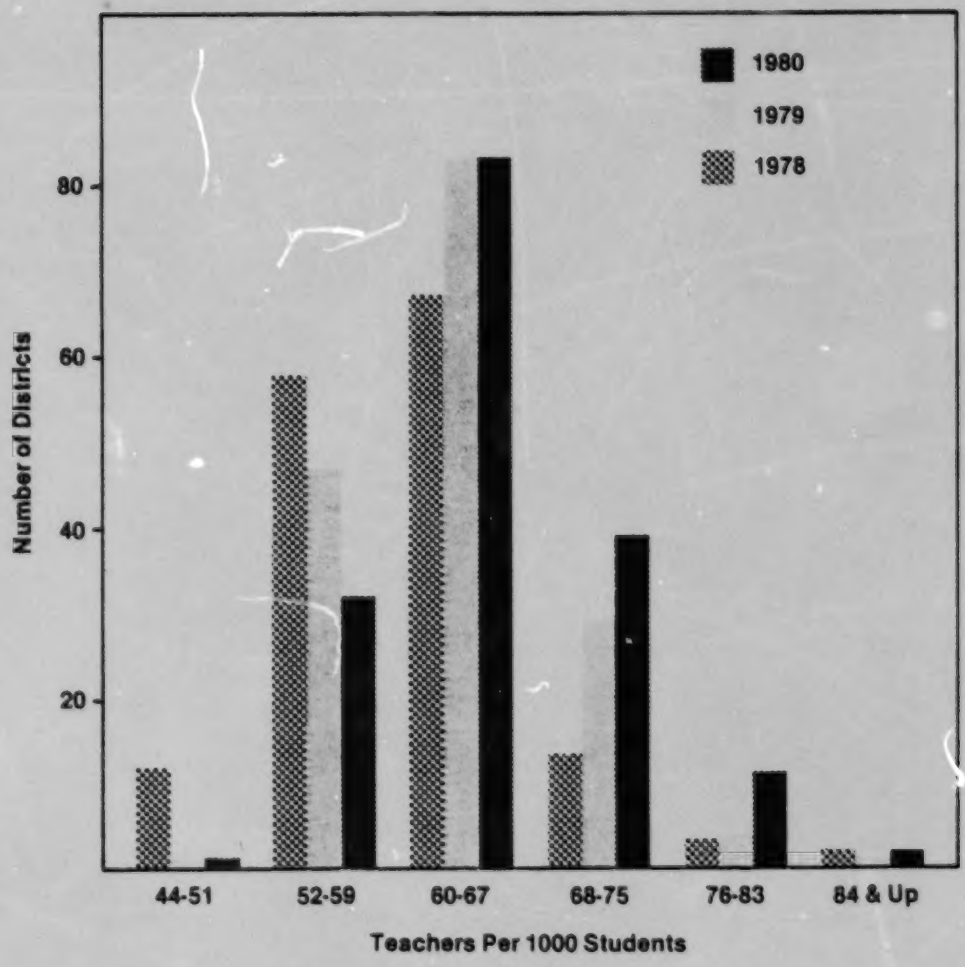
Teachers Per 1000 Students	1978		1979		1980	
	Number	Percent	Number	Percent	Number	Percent
92 - 95	0	0.0	0	0.0	2	1.2
88 - 91	2	1.2	0	0.0	0	0.0
84 - 87	0	0.0	1	0.6	0	0.0
80 - 83	2	1.2	1	0.6	1	0.6
76 - 79	1	0.6	3	1.8	10	6.1
72 - 75	6	3.6	11	6.7	11	6.7
68 - 71	17	10.3	18	10.9	28	17.0
64 - 67	26	15.8	42	25.5	40	24.2
60 - 63	41	24.8	41	24.8	43	26.1
56 - 59	40	24.2	39	23.6	26	13.9
52 - 55	18	10.9	8	4.8	6	3.6
48 - 51	8	4.8	0	0.0	1	0.6
44 - 47	4	2.4	1	0.6	0	0.0
Total	165	100.0	165	100.0	165	100.0

*The number of full-time equivalent teachers per 1000 students has been adjusted for regional allocation of personnel, allocation of personnel from Shared Services and Supervisory-Combined District 4, and minor (second) assignment of personnel. It has been assumed that personnel with two assignments spend 75 percent of their time on the major (first assignment and 25 percent of their minor (second) assignment. The data were collected in the fall of the school year.

Sources: "School Staff Report", Connecticut State Department of Education, June 1979, June 1980, June 1981.

FIGURE 4.03

TEACHERS PER 1000 STUDENTS
1978, 1979 AND 1980



The average number of teachers per 1000 students was 61.5 in 1978, 63.5 in 1979 and 65.0 in 1980. There was less variability among the K-12 districts in 1980 than in prior years.

TABLE 4.04

SUPPORT STAFF PER 1000 STUDENTS 1978, 1979 AND 1980

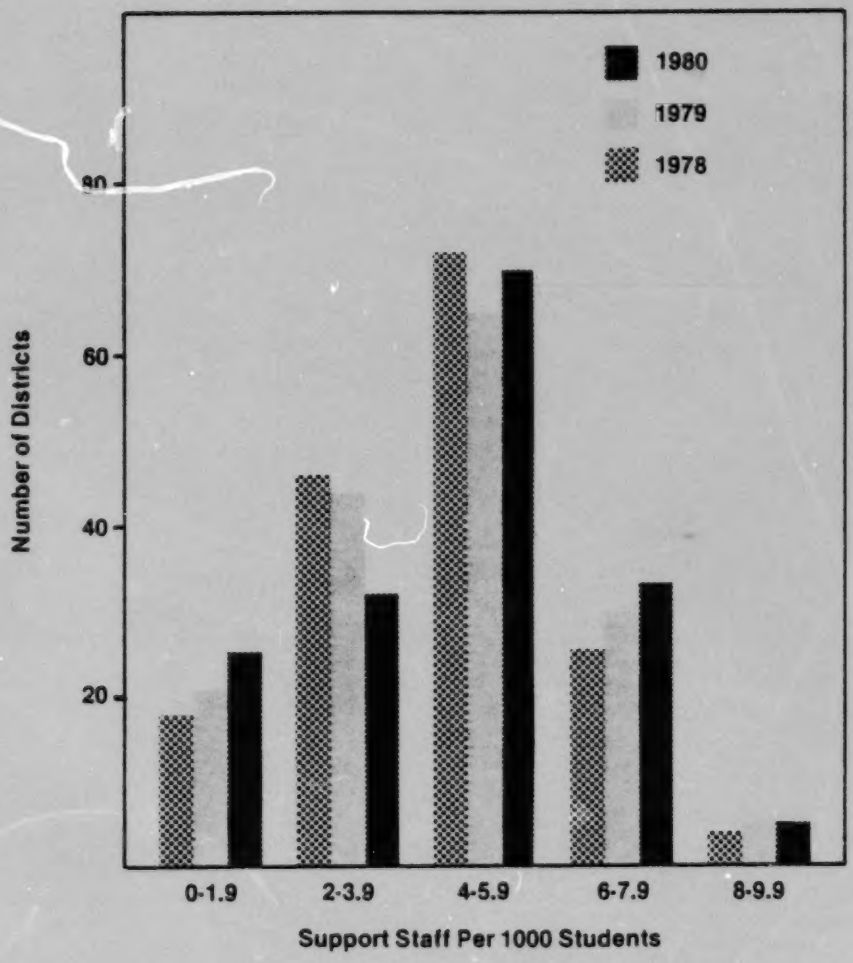
Support Staff per 1000 Students	1978		1979		1980	
	Number	Percent	Number	Percent	Number	Percent
9.0 - 9.9	1	0.6	2	1.2	1	0.6
8.0 - 8.9	3	1.8	3	1.8	4	2.4
7.0 - 7.9	5	3.0	6	3.6	11	6.7
6.0 - 6.9	20	12.1	24	14.5	22	13.3
5.0 - 5.9	39	23.6	35	21.2	40	24.2
4.0 - 4.9	33	20.0	30	18.2	30	18.2
3.0 - 3.9	32	19.4	35	21.2	23	13.9
2.0 - 2.9	14	8.5	9	5.5	9	5.5
1.0 - 1.9	10	6.1	10	6.1	19	11.5
0.0 - 0.9	8	4.8	11	6.7	6	3.6
Total	**165**	**100.0**	**165**	**100.0**	**165**	**100.0**

*The number of full-time equivalent support staff per 1000 students has been adjusted for regional allocation of personnel, allocation of personnel from Shared Services and Supervisory-Combined District 4, and minor (second) assignment of personnel. It has been assumed that personnel with two assignments spend 75 percent of their time on the major (first) assignment and 25 percent on their minor (second) assignment. The data were collected in the fall of the school year.

Sources: "School Staff Report," Connecticut State Department of Education, June 1979, June 1980, June 1981.

FIGURE 4.04

SUPPORT STAFF PER 1000 STUDENTS 1978, 1979 AND 1980



The average number of counselors, psychologists, social workers and reading consultants per 1000 students was 4.8 in 1978, 5.1 in 1979 and 5.2 in 1980. Districts with no support staff usually hire consultants to perform these services.

TABLE 4.05

NUMBER OF ADMINISTRATORS PER 100 NON-ADMINISTRATORS, 1978, 1979 AND 1980

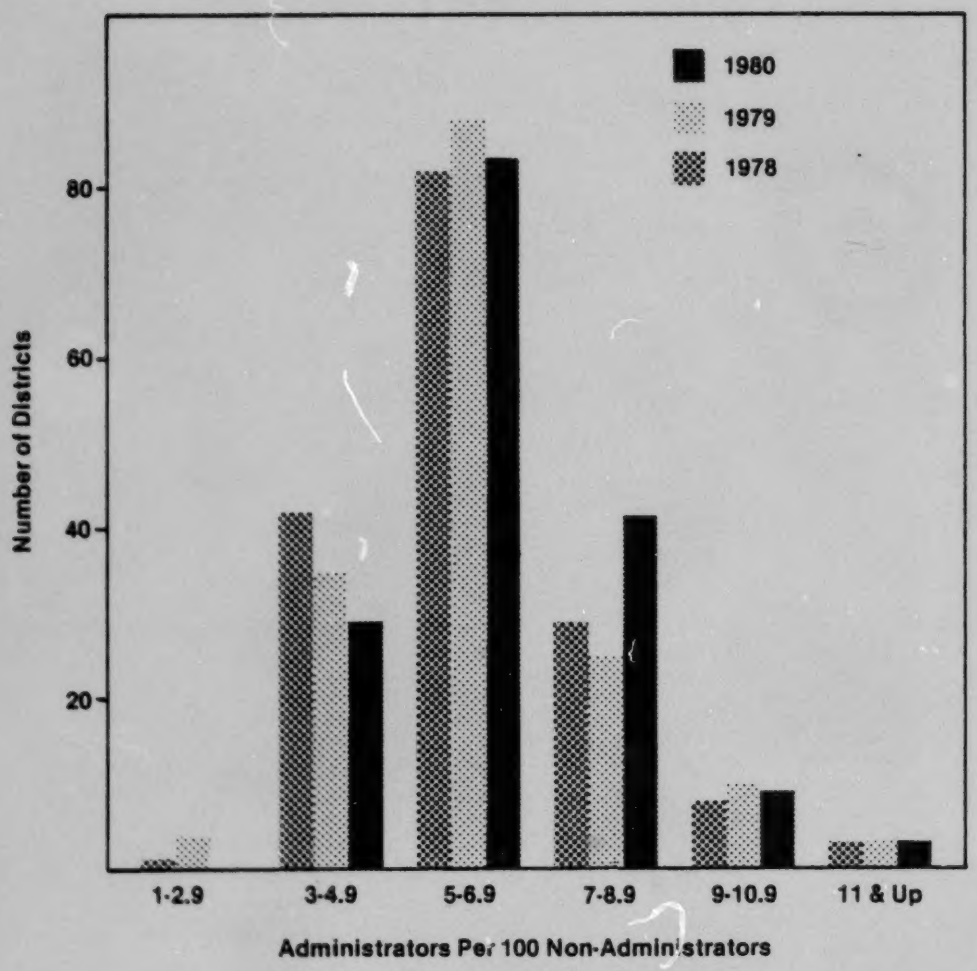
Administrators Per 100 Non-Administrators*	1978		1979		1980	
	Number	Percent	Number	Percent	Number	Percent
11.00 and above	3	1.8	3	1.8	3	1.8
10.0 - 10.9	2	1.2	2	1.2	3	1.8
9.0 - 9.9	6	3.6	8	4.8	6	3.6
8.0 - 8.9	8	4.8	10	6.1	10	6.1
7.0 - 7.9	21	12.7	15	9.0	31	18.8
6.0 - 6.9	42	25.5	43	26.1	39	23.6
5.0 - 5.9	40	24.2	45	27.3	44	26.7
4.0 - 4.9	36	21.8	31	18.8	25	15.2
3.0 - 3.9	6	3.6	4	2.4	4	2.4
2.0 - 2.9	1	0.6	3	1.8	0	0.0
1.0 - 1.9	0	0.0	1	0.6	0	0.0
Total	**165**	**100.0**	**165**	**100.0**	**165**	**100.0**

*The number of full-time equivalent administrators per 100 full-time equivalent non-administrators has been adjusted for regional allocation of personnel, allocation of personnel from Shared Services and Supervisory-Combined District 4, and minor (second) assignments of personnel. Personnel with two assignments have been assumed to spend 75 percent of their time on their first (major) assignment and 25 percent on their second (minor) assignment. The data were collected in the fall of the school year.

Sources: "School Staff Report," Connecticut State Department of Education, June 1979, June 1980, June 1981.

FIGURE 4.05

NUMBER OF ADMINISTRATORS PER 100 NON-ADMINISTRATORS 1978, 1979 AND 1980



The increase in the average number of administrators per 100 non-administrators from 6.2 in both 1978 and 1979 to 6.4 in 1980 was due to the improved identification of staff with administrative duties.

TABLE 4.06

SALARY OF FULL-TIME TEACHERS AND SUPPORT STAFF 1976 TO 1980

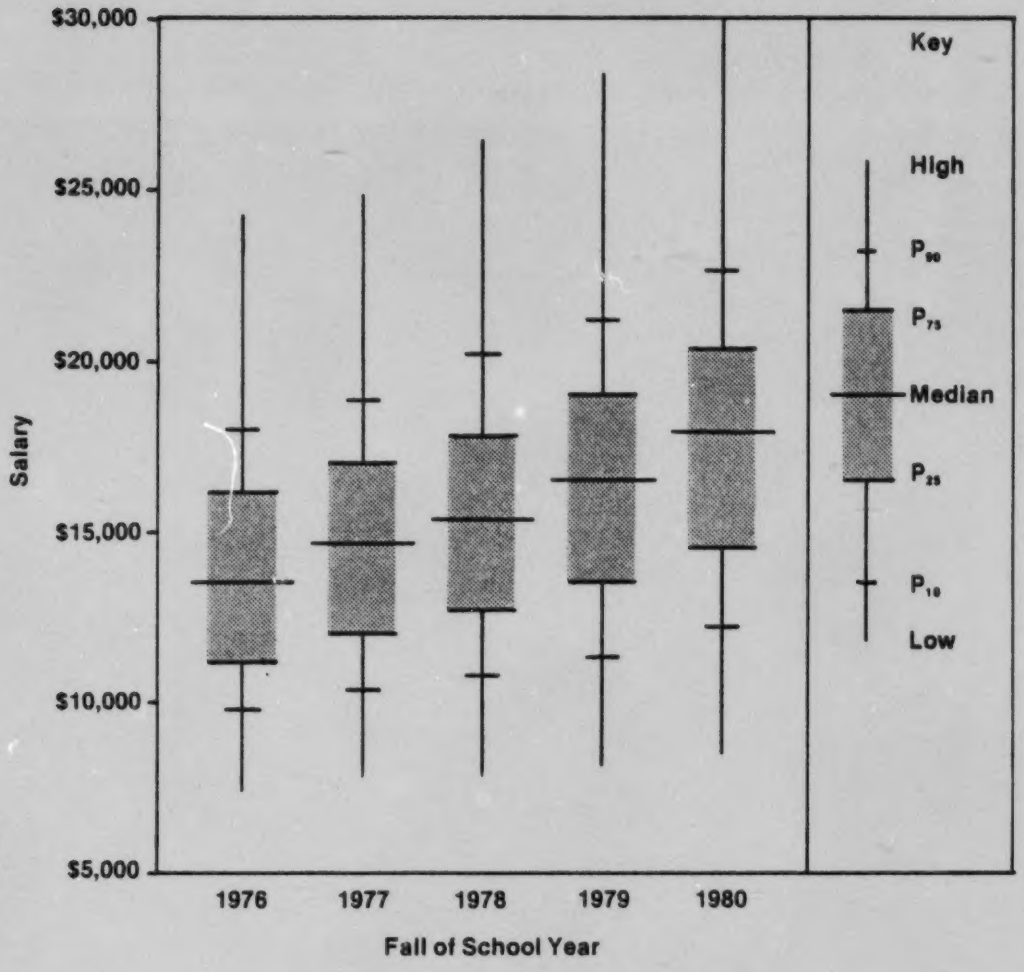
Salary	1976	1977	1978	1979	1980
27,501 - 30,000	0.0	0.0	0.1	0.2	0.7
25,001 - 27,500	0.1	0.2	0.6	1.4	2.9
22,501 - 25,000	0.4	1.4	2.7	4.0	6.5
20,001 - 22,500	2.8	4.3	6.7	11.4	18.6
17,501 - 20,000	9.2	14.5	20.0	23.5	23.9
15,001 - 17,500	22.8	25.0	24.3	22.1	19.0
12,501 - 15,000	24.9	25.3	22.7	19.8	16.4
10,001 - 12,500	27.4	22.3	18.4	15.0	10.9
10,000 & below	12.1	6.9	4.6	2.5	1.1
Mean Salary	$13,794	$14,714	$15,482	$16,454	$17,624
Minimum Salary 1	$7,400	$7,700	$7,900	$8,097	$8,466
Maximum Salary	$24,401	$24,945	$26,511	$28,199	$30,020

1 Minimum and maximum salaries taken from the extremes of the teacher salary schedules published by the Connecticut Education Association.

Sources: "School Staff Report," Connecticut State Department of Education, May 1978, June 1979, June 1980, June 1981.
Unpublished data, Connecticut State Department of Education, Form ED004, School Staff Report, 1976.
"Connecticut Teachers' Salary Schedules," Connecticut Education Association, 1976, 1977, 1978, 1979, 1980.

FIGURE 4.06

SALARY OF FULL-TIME TEACHERS AND SUPPORT STAFF 1976 TO 1980



The median salary for teachers and support staff was $13,500 in 1976 and $17,800 in 1980, an average annual increase of 7.1 percent.

TABLE 4.07

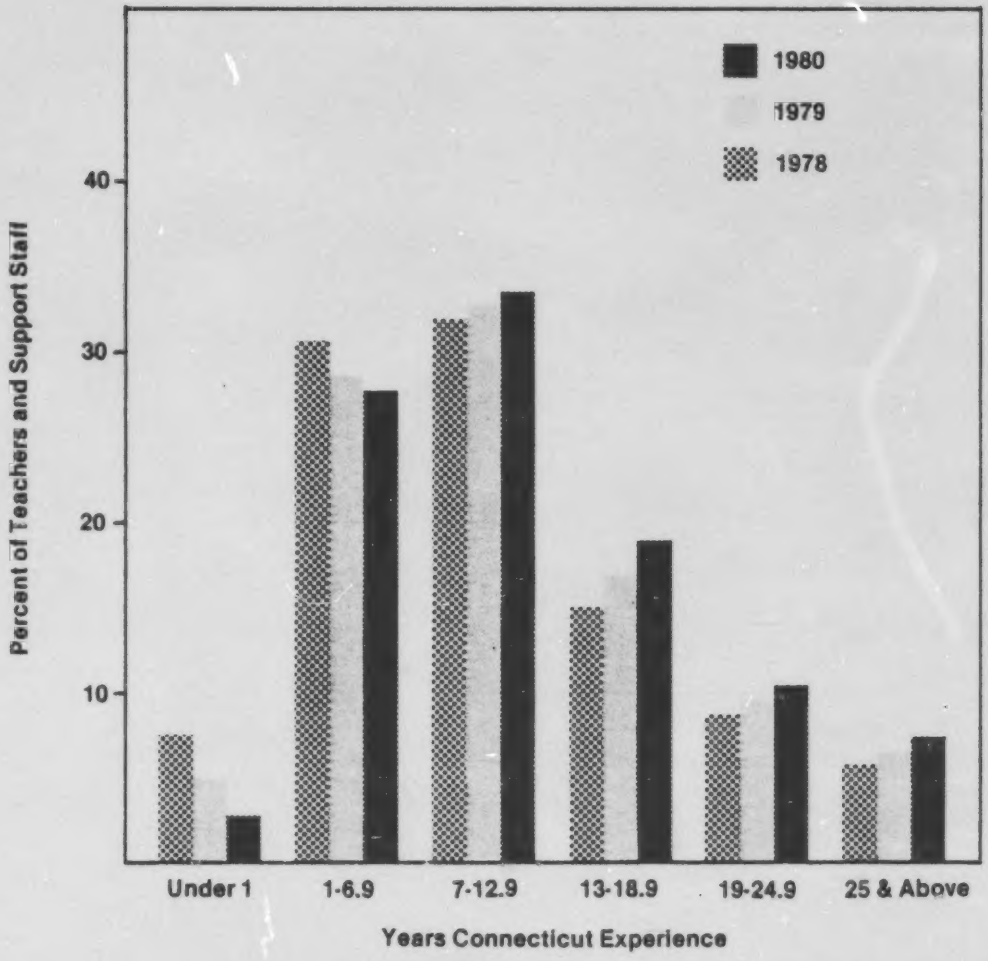
YEARS OF CONNECTICUT EXPERIENCE OF FULL-TIME TEACHERS AND SUPPORT STAFF 1978, 1979 AND 1980

Years of Connecticut Experience	1978		1979		1980	
	Number	Percent	Number	Percent	Number	Percent
25 and above	2,181	5.8	2,453	6.6	2,625	7.2
22 - 24.9	1,384	3.7	1,538	4.2	1,599	4.4
19 - 21.9	1,948	5.2	2,002	5.4	2,122	5.8
16 - 18.9	2,424	6.5	2,635	7.1	2,777	7.7
13 - 15.9	3,222	8.6	3,683	10.0	4,091	11.3
10 - 12.9	5,026	13.5	5,895	16.0	6,457	17.8
7 - 9.9	6,927	18.6	6,220	16.8	5,654	15.6
4 - 6.9	6,401	17.1	5,209	14.1	4,473	12.3
1 - 3.9	4,993	13.4	5,474	14.8	5,633	15.5
less than 1	2,824	7.6	1,842	5.0	865	2.4
Total	**37,340**	**100.0**	**36,951**	**100.0**	**36,296**	**100.0**
Mean:	10.0		10.7		11.3	

Sources: "School Staff Report," Connecticut State Department of Education, June 1979, June 1980 and June 1981.

FIGURE 4.07

YEARS OF CONNECTICUT EXPERIENCE OF FULL-TIME TEACHERS AND SUPPORT STAFF 1978, 1979 AND 1980



The average number of years teaching experience in Connecticut rose from 10.0 in 1978 to 10.7 in 1979 and 11.3 in 1980. The percentage of teachers and support staff with less than one years experience dropped from 7.6% in 1978 to 2.4% in 1980.

TABLE 4.08

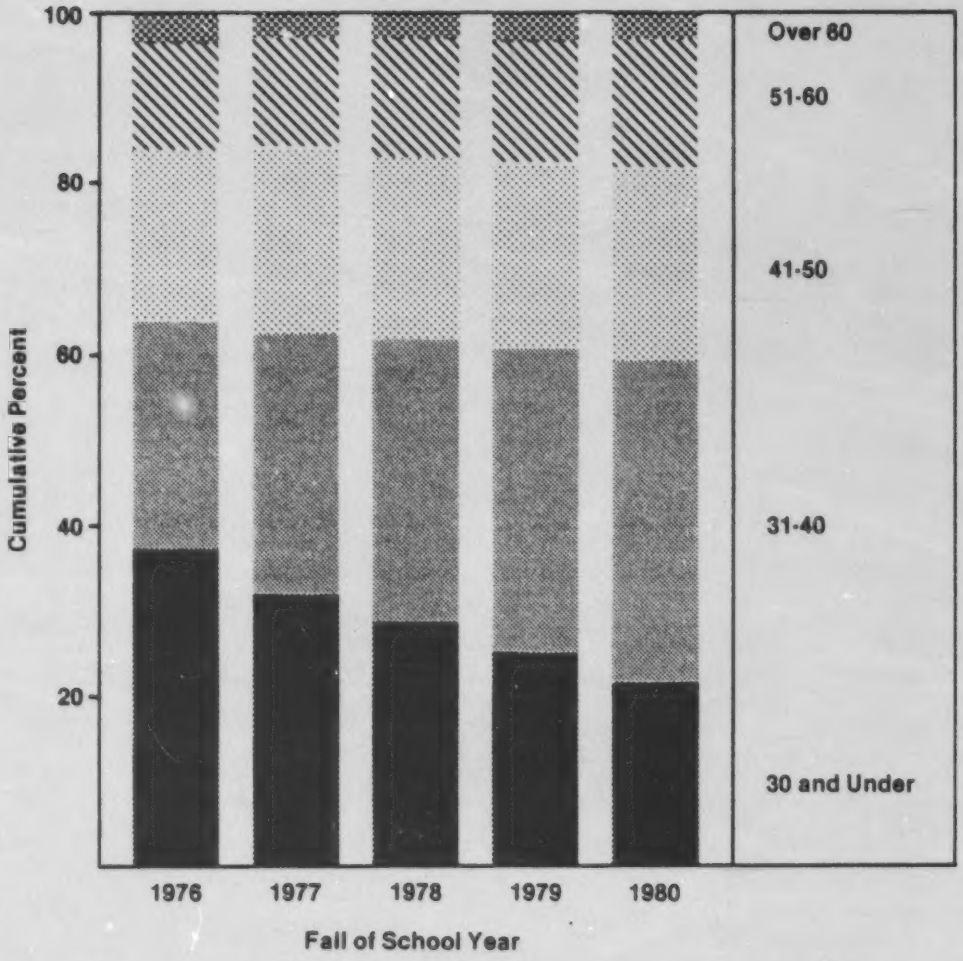
AGE OF FULL-TIME TEACHERS AND SUPPORT STAFF 1976 TO 1980

	Percent				
Age	**1976**	**1977**	**1978**	**1979**	**1980**
Over 65	0.8	0.5	0.5	0.5	0.5
61 - 65	2.7	2.1	2.2	2.2	2.3
56 - 60	5.2	5.4	5.5	5.7	6.0
51 - 55	7.3	7.9	8.4	8.8	9.2
46 - 50	9.7	10.6	10.7	10.8	11.0
41 - 45	10.3	10.7	10.8	11.0	11.5
36 - 40	10.4	11.5	12.6	14.3	15.5
31 - 35	16.9	19.2	20.9	21.5	22.1
26 - 30	26.6	24.1	21.3	18.7	16.5
Under 26	10.2	8.0	7.1	6.4	5.3
Mean Age	37.6	38.0	38.4	38.9	39.5

Sources: "School Staff Report," Connecticut State Department of Education, May 1978, June 1979, June 1980 and June 1981.
Unpublished data, CSDE Form ED004, School Staff Report, October 1977.

FIGURE 4.08

AGE OF FULL-TIME TEACHERS AND SUPPORT STAFF 1976 TO 1980



The percentage of teachers and support staff thirty years old and under has declined from 36.8% in 1976 to 21.8% in 1980. The mean age has increased from 37.6 to 39.5 years old in this period.

TABLE 4.09

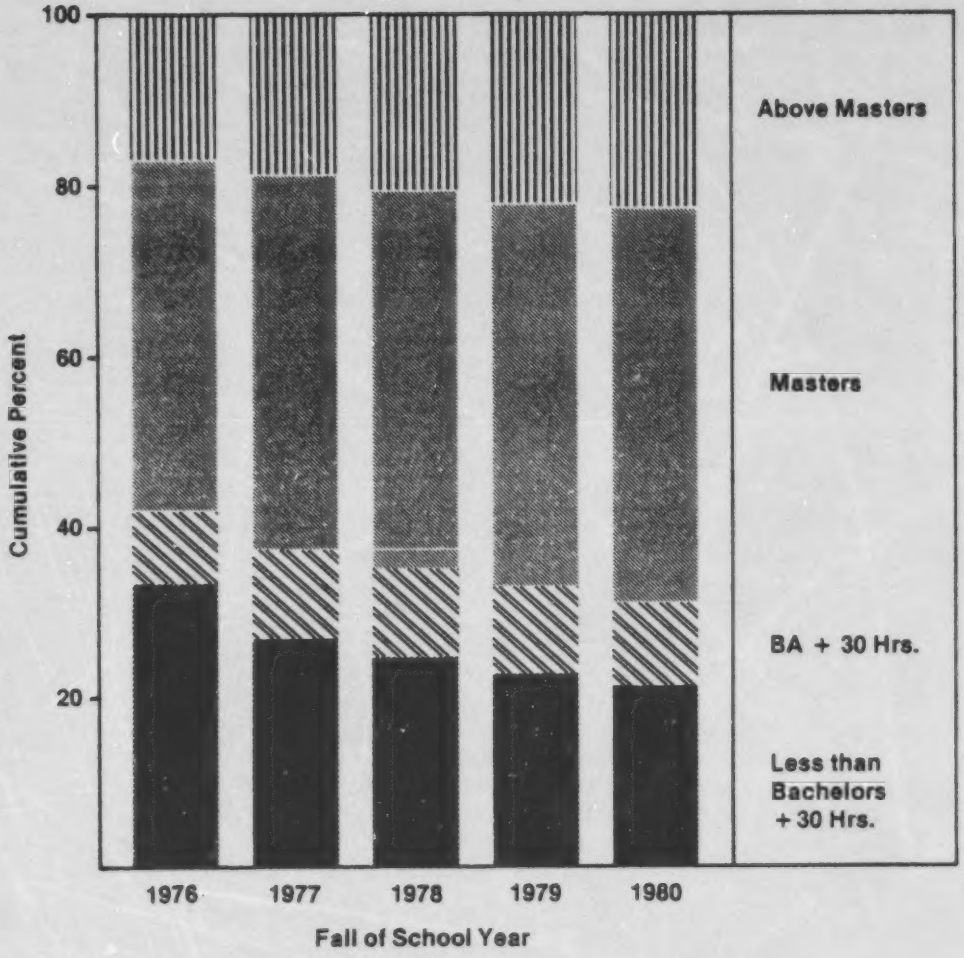
EDUCATION LEVEL OF FULL-TIME TEACHERS AND SUPPORT STAFF 1976 TO 1980

	Percent				
Education Level	**1976**	**1977**	**1978**	**1979**	**1980**
Doctorate	0.5	0.5	0.8	1.0	1.0
6th Year	11.5	12.4	14.2	15.8	16.2
Masters and 15 Hours	4.9	5.5	5.2	5.1	5.6
Masters	41.3	43.9	44.7	45.2	46.2
Bachelors and 30 Hours	9.2	9.8	10.3	10.1	9.8
Bachelors and 15 Hours	4.5	4.1	3.5	3.0	2.6
Bachelors	28.0	23.3	21.1	19.6	18.5
Less than Bachelors	0.3	0.2	0.2	0.2	0.2

Sources: "School Staff Report," Connecticut State Department of Education, May 1978, June 1979, June 1980 and June 1981.
Unpublished data, ED004, School Staff Report, 1976.

FIGURE 4.09

EDUCATION LEVEL OF FULL-TIME TEACHERS AND SUPPORT STAFF 1976 TO 1980



The percentage of teachers and support staff holding at least a Master's degree increased from 58.2 percent in 1976 to 69.0 percent in 1980.

TABLE 4.10

SALARY OF FULL-TIME ADMINISTRATORS 1976 TO 1980

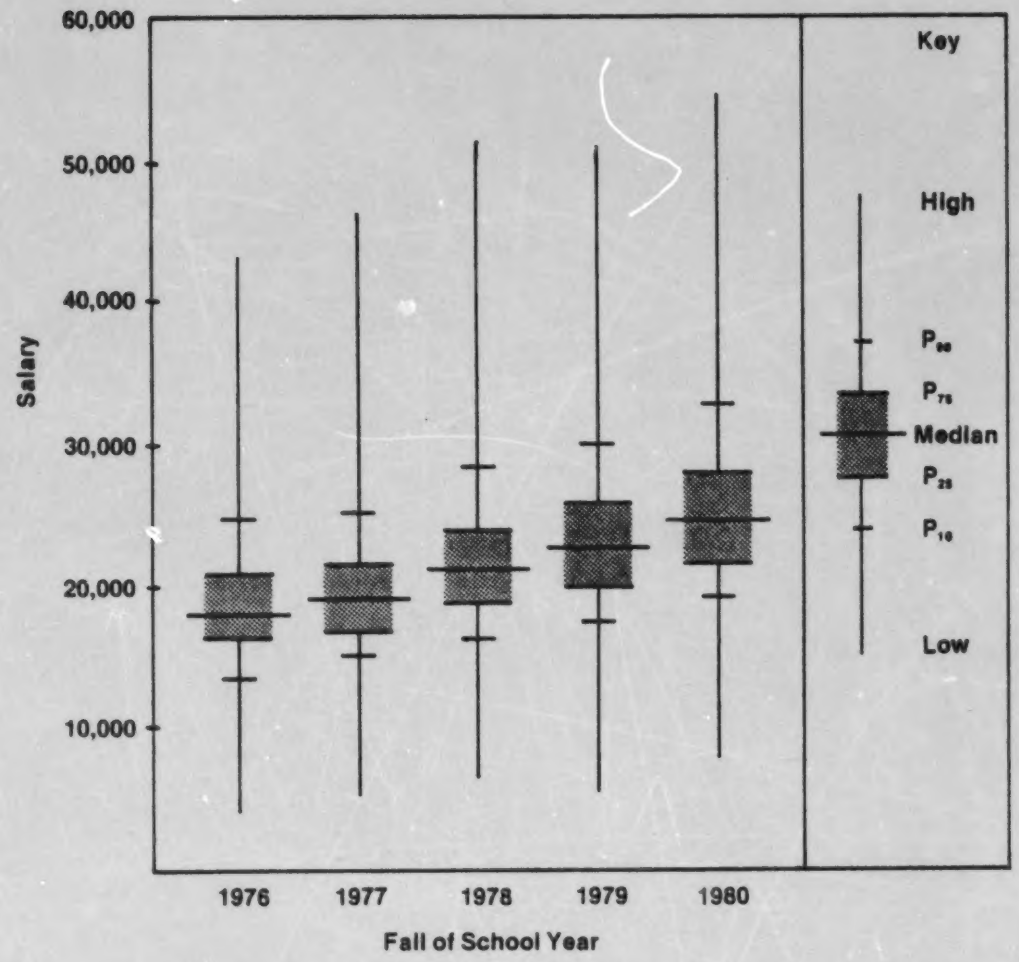
Salary	1976	1977	1978	1979	1980
Over 35,000	1.0	1.5*	3.1	6.3	11.3
32,501 - 35,000	1.2	3.0*	5.0	4.7	7.6
30,001 - 32,500	3.3	5.6*	6.8	10.8	17.1
27,501 - 30,000	6.6	8.5	12.1	17.2	22.4
25,001 - 27,500	11.9	17.3	21.9	25.9	22.7
22,501 - 25,000	22.8	28.3	28.8	21.4	12.1
20,001 - 22,500	31.0	22.6	15.0	9.1	4.6
17,501 - 20,000	14.2	9.1	4.8	3.2	1.8
15,001 - 17,500	5.4	3.1	1.5	1.0	0.3
15,000 and Under	2.8	1.0	0.5	0.3	0.2
Mean Salary	$21,618	$23,826	$25,633	$27,032	$28,960
Minimum Salary	$9,300	$10,500	$11,800	$10,500	$12,900
Maximum Salary	$45,500	$48,000*	$52,000	$52,000	$56,000

*Estimated

Sources: "School Staff Report," Connecticut State Department of Education, May 1978, June 1979, June 1980.
Unpublished data, Connecticut State Department of Education, Form ED004, School Staff Report, 1976.

FIGURE 4.10

SALARY OF FULL-TIME ADMINISTRATORS 1976 TO 1980



The median salary of administrators was $22,200 in 1976 and $28,500 in 1980, an increase of 28.4 percent. The salary range is wide because this category includes staff from administrative assistants to superintendents.

TABLE 4.11

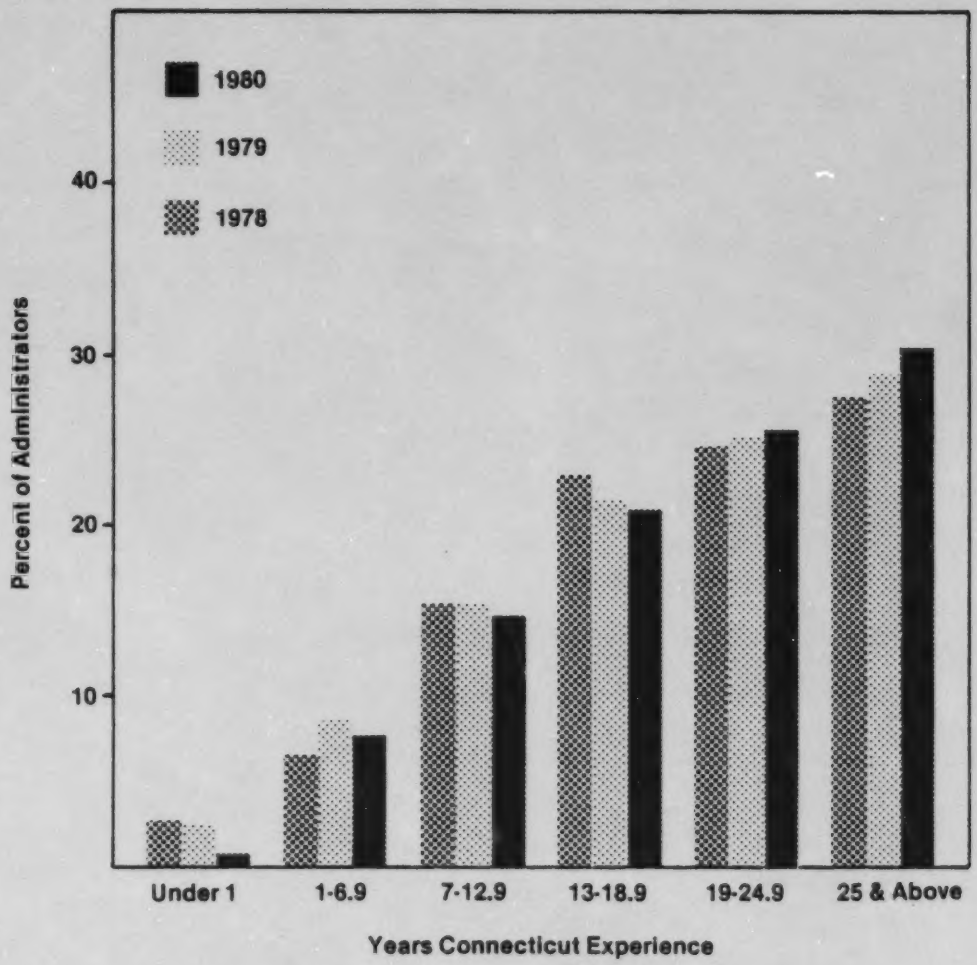
YEARS OF CONNECTICUT EXPERIENCE OF FULL-TIME ADMINISTRATORS 1978, 1979 AND 1980

Years of Connecticut Experience	1978		1979		1980	
	Number	Percent	Number	Percent	Number	Percent
25 and above	619	27.7	654	29.0	724	31.1
22 - 24.9	255	11.4	267	11.9	301	12.9
19 - 21.9	300	13.4	300	13.3	302	13.0
16 - 18.9	290	13.0	274	12.2	255	11.0
13 - 15.9	227	10.1	212	9.4	230	9.9
10 - 12.9	185	8.3	214	9.5	228	9.8
7 - 9.9	160	7.1	133	5.9	114	4.9
4 - 6.9	62	2.8	68	3.0	64	2.7
1 - 3.9	85	3.8	78	3.5	98	4.2
less than 1	55	2.5	53	2.4	12	0.5
Total	**2,238**	**100.00**	**2,253**	**100.0**	**2,328**	**100.0**
Mean	18.9		19.1		19.7	

Sources: "School Staff Report," Connecticut State Department of Education, June 1979, June 1980 and June 1981.

FIGURE 4.11

YEARS OF CONNECTICUT EXPERIENCE OF FULL-TIME ADMINISTRATORS 1978, 1979 AND 1980



Administrators averaged 18.9 years of experience in Connecticut schools in 1978, 19.1 years in 1979 and 19.7 years in 1980.

TABLE 4.12

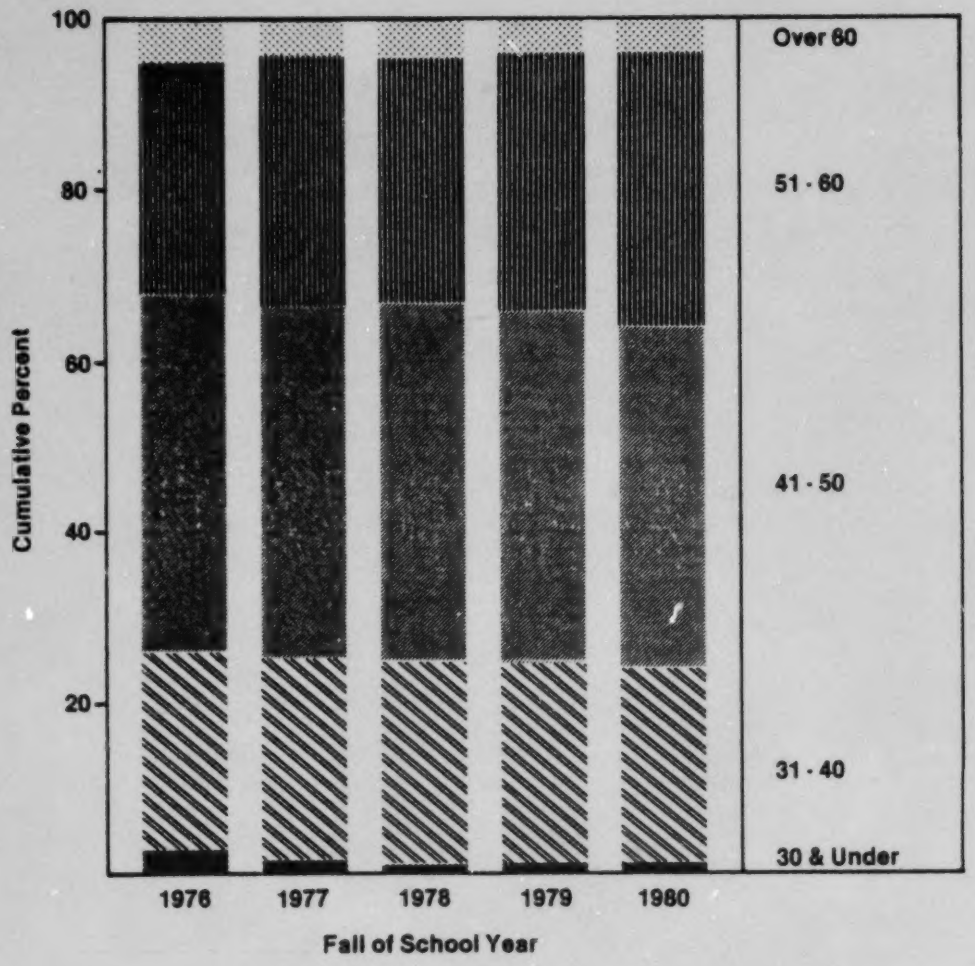
AGE OF FULL-TIME ADMINISTRATORS 1976 TO 1980

Age	1976	1977	1978	1979	1980
Over 65	1.8	1.1	1.3	0.8	0.6
61 - 65	3.4	3.0	3.0	3.2	3.0
56 - 60	9.8	10.1	10.4	10.7	12.3
51 - 55	17.1	18.6	18.2	19.4	20.0
46 - 50	21.6	21.9	23.4	22.5	21.5
41 - 45	20.1	19.6	19.1	19.1	18.4
36 - 40	14.4	14.7	14.3	14.6	15.3
31 - 35	9.2	9.3	9.3	8.3	7.5
Under 30	2.5	1.7	1.1	1.6	1.3
Mean Age	46.4	46.4	46.6	46.7	47.0

Sources: "School Staff Report," Connecticut State Department of Education, May 1978, June 1979, June 1980 and June 1981.
Unpublished data, CSDE Form ED004, School Staff Report, October 1977.

FIGURE 4.12

AGE OF FULL - TIME ADMINISTRATORS 1976 TO 1980



The distribution of the age of administrators has shifted little in recent years. In 1976 the mean age was 46.4 and in 1980 it was 47.0 years.

TABLE 4.13

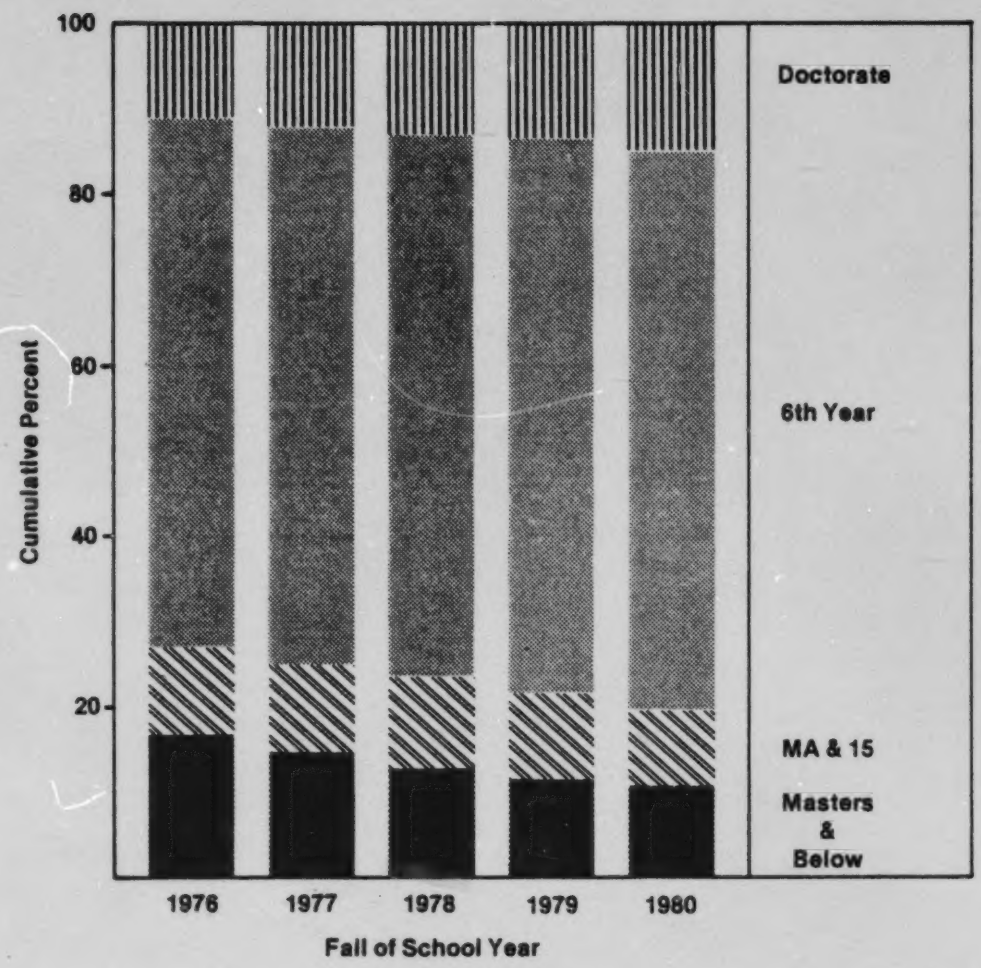
EDUCATION LEVEL OF FULL-TIME ADMINISTRATORS 1976 TO 1980

	Percent				
Education Level	**1976**	**1977**	**1978**	**1979**	**1980**
Doctorate	10.6	11.9	13.0	13.4	13.5
6th Year	62.3	63.7	63.8	64.8	66.9
Masters and 15 Hours	9.8	9.8	10.6	10.0	9.1
Masters	14.8	12.9	11.2	10.5	9.3
Bachelors and 30 Hours	0.6	0.6	0.4	0.3	0.3
Bachelors and 15 Hours	0.6	0.5	0.5	0.5	0.4
Bachelors	1.1	0.5	0.5	0.5	0.3
Less Than Bachelors	0.0	0.1	0.0	0.0	0.0

Sources: "School Staff Report," Connecticut State Department of Education, May 1976, June 1979, June 1980 and June 1981.
Unpublished data, ED004, School Staff Report, 1976.

FIGURE 4.13

EDUCATION LEVEL OF FULL-TIME ADMINISTRATORS 1976 TO 1980



The percentage of administrators holding at least a sixth year certificate increased from 72.9 percent in 1976 to 80.4 percent in 1980.

TABLE 4.14

STAFF SEX RATIOS FOR SELECTED ASSIGNMENTS FALL 1979 AND 1980

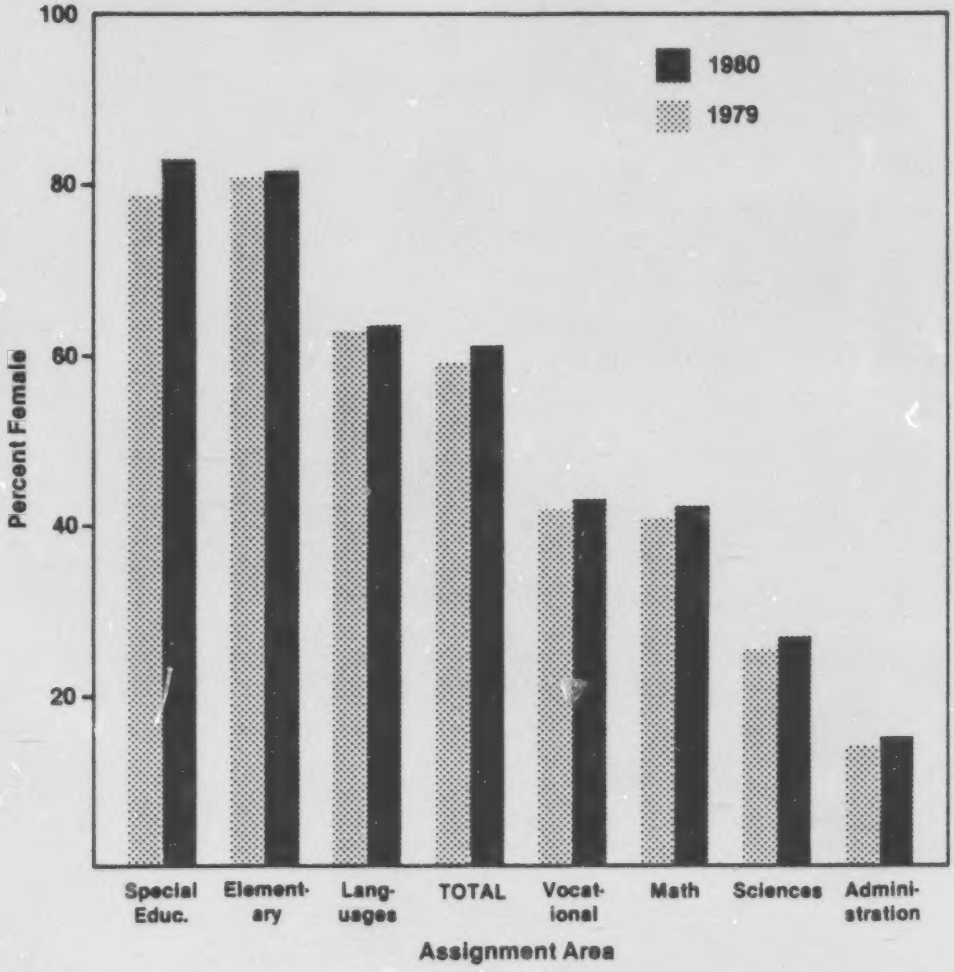
	1979			1980		
Assignment Area	Number of Males	Number of Females	Percent of Females	Number of Males	Number of Females	Percent of Females
Special Education	653	2,488	79.2	550	2,814	83.7
Elementary	2,399	10,473	81.4	2,283	10,297	81.9
Languages	1,601	2,774	63.4	1,408	2,484	63.8
Vocational	1,658	1,212	42.2	1,602	1,237	43.6
Mathematics	1,282	884	40.8	1,191	870	42.2
Sciences	1,581	541	25.5	1,494	546	26.8
Administration	1,934	321	14.2	1,968	360	15.5
TOTAL*	**15,828**	**23,376**	**59.6**	**15,116**	**23,508**	**60.9**

*Includes all assignments

Sources: "School Staff Report," Connecticut State Department of Education, June 1980, June 1981.

FIGURE 4.14

STAFF SEX RATIOS FOR SELECTED ASSIGNMENTS FALL 1979 AND 1980



The professional staff was 59.6% female in 1979 and 60.9% in 1980. Between these years the number of females increased by 132 while the number of males decreased by 712. The above staffing ratios reflect traditional national patterns.

TABLE 4.15

NUMBER OF GRADUATES IN SELECTED EDUCATION PROGRAMS FROM CONNECTICUT COLLEGES AND UNIVERSITIES [1] 1972-73 TO 1979-80

Program	Level	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81
General Education	MA	382	230	264	315	208	138	221	272	314
Elementary Education	BA	1,603	1,182	893	807	601	518	306	341	317
	MA	756	700	573	689	597	490	427	363	317
Special Education	BA	325	464	454	483	504	485	365	341	330
	MA	307	361	366	375	361	430	313	319	369
Pre-Elementary	BA	105	285	273	162	148	70	125	124	103
	MA	45	91	95	34	56	22	75	60	48
Education Administration	MA	48	139	204	233	238	174	208	192	252
Student Personnel	MA	346	348	315	338	313	379	365	328	333
Reading Education	MA	242	241	284	316	368	259	243	233	203
Art or Music Education	BA	246	278	293	251	275	155	146	121	131
	MA	89	109	116	157	84	80	84	59	75
Physical Education	BA	365	331	303	311	294	226	219	191	182
	MA	92	93	83	101	91	114	75	58	49
Other Programs	BA	352	289	346	300	250	310	254	174	146
	MA	373	541	494	663	726	685	558	441	441
Uncategorized 6th Year [2]	MA	389	158	232	116	149	98	119	0	0
Total Education	BA	2,996	2,829	2,562	2,314	2,072	1,764	1,415	1,292	1,209
	MA	3,069	3,011	3,026	3,337	3,191	2,869	2,688	2,325	2,401
Total Degrees	BA	13,819	14,542	13,824	13,870	13,615	13,669	12,997	13,166	13,489
	MA	5,952	6,433	6,291	6,759	6,677	6,453	6,201	6,090	6,429

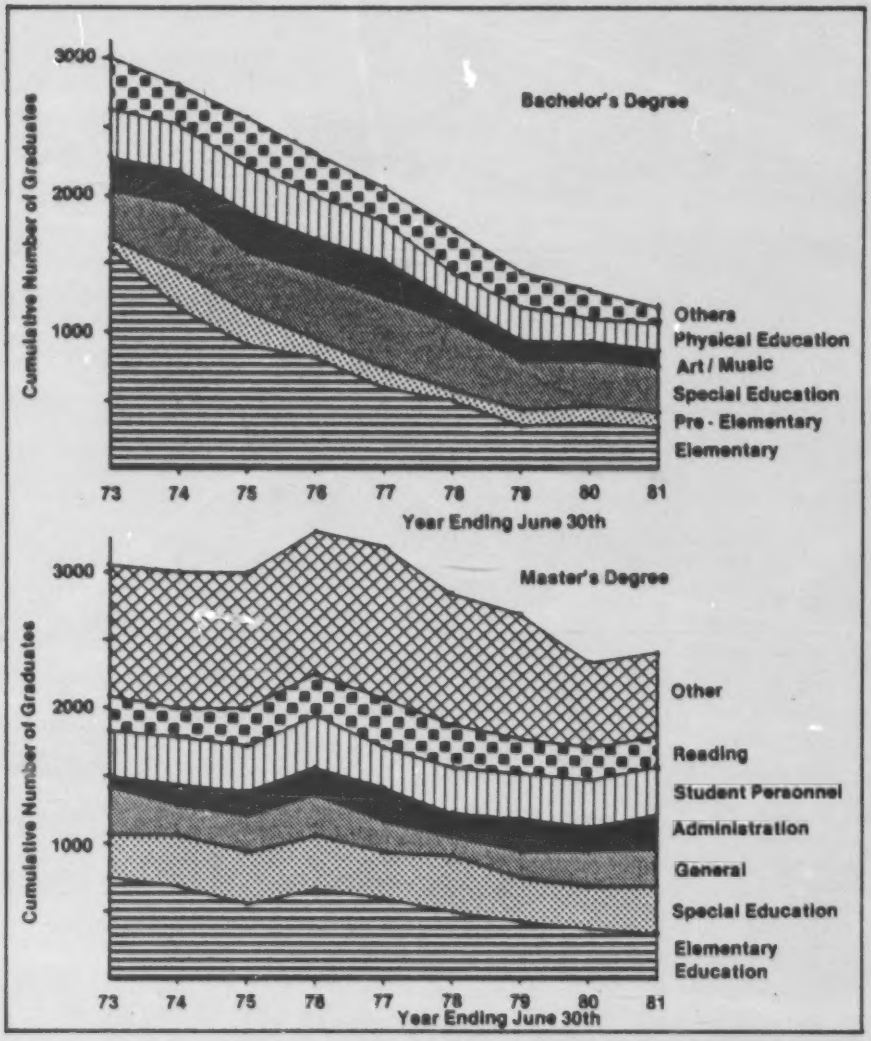
1 Students prepared to teach an academic subject such as English, biology or foreign languages are not included.

2 Between 1972 - 73 and 1978 - 79, students earning a 6th year certificate were not categorized by program.

Sources: Computer Program Rpt. No. 1, Degrees & Other Formal Awards Conferred by Level by Degrees by College Board of Higher Education, October 1978.
Computer Output: Degrees Conferred between July 1, 1977 and June 30, 1978, Board of Higher Education, October 1979.
Unpublished Data, Board of Higher Education, November 1981.
"Degrees Conferred by Connecticut Institutions of Higher Education 1970 - 71 to 1979 - 80," BHE Reports 12-5-81, Board of Higher Education, October 1981.

FIGURE 4.15

NUMBER OF GRADUATES IN SELECTED EDUCATION PROGRAMS FROM CONNECTICUT COLLEGES AND UNIVERSITIES 1972 - 73 TO 1979 - 80



The number of Bachelor's degrees awarded by Connecticut's colleges of education declined from 2996 in 1972 - 73 to 1209 in 1980 - 81, a drop of almost 60%. The number of Master's degrees awarded in 1980 - 81 was 2401, down 28% from the 1975 - 76 peak, but up slightly from the 1979 - 80 low of 2325.

TABLE 4.16

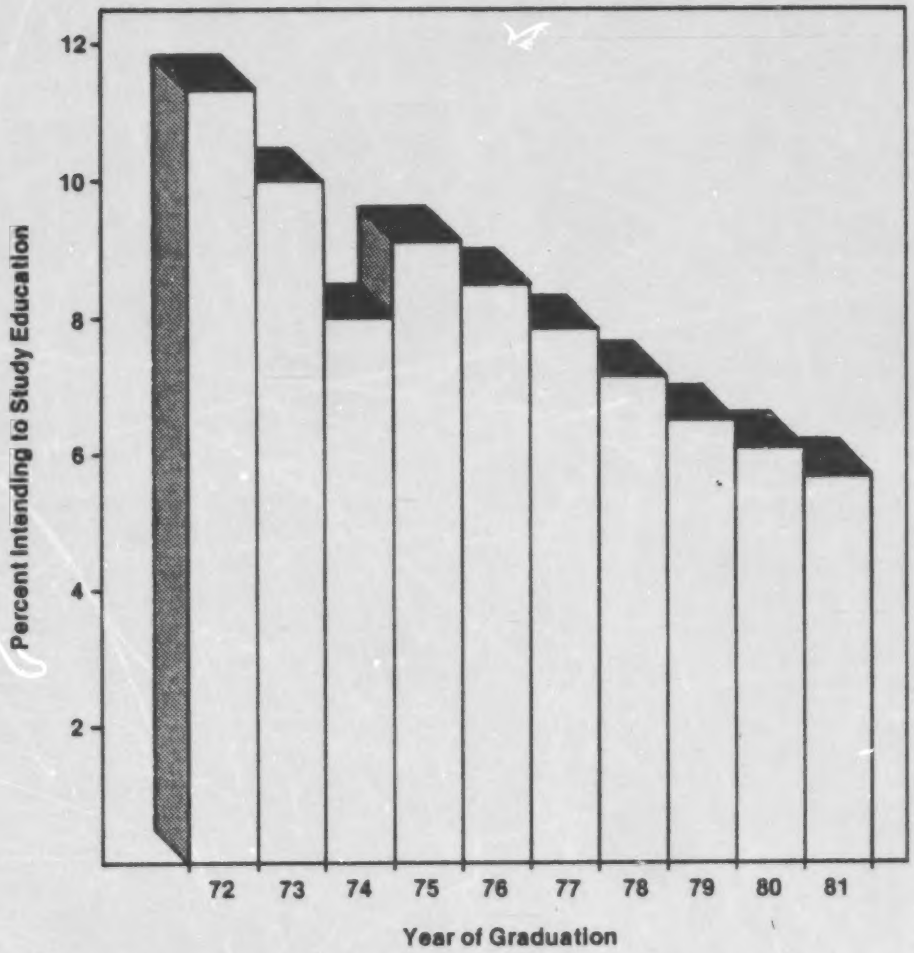
PERCENT OF COLLEGE BOUND SENIORS INTENDING TO STUDY EDUCATION 1972 TO 1981

Year of Graduation	Percent of Males	Percent of Females	Percent of Total	Total Taking SAT
1981	2.4	8.4	5.7	32,196
1980	2.5	9.0	6.1	31,734
1979	3.1	9.5	6.5	32,285
1978	3.4	10.2	7.1	31,567
1977	3.6	11.2	7.8	31,834
1976	4.2	12.1	8.5	32,967
1975	4.7	13.3	9.2	33,189
1974	4.0	13.0	8.0	32,002
1973	5.0	15.0	10.0	32,547
1972	5.0	17.0	11.4	33,286

Sources: "Connecticut Report - College Bound Seniors' "College Entrance Examination Board, 1979, 1980, 1981.
"Connecticut College Bound Seniors," College Entrance Examination Board, 1973-74, 1974-75, 1975-76, 1977, 1978.
"College Bound ATP Summary Report on 1972-73 College Bound High School Seniors," College Entrance Examination Board, 1973.
"Summary Report, Profile of Prospective Applicants - Connecticut," College Entrance Examination Board, 1972.

FIGURE 4.16

PERCENT OF COLLEGE BOUND SENIORS INTENDING TO STUDY EDUCATION 1972 TO 1981



Between 1972 and 1981 there was a fifty percent drop in the percent of Connecticut's college - bound seniors who indicated they intend to study education in college. This percentage was 11.4 in 1972 and 5.7 in 1981.

TABLE 4.17

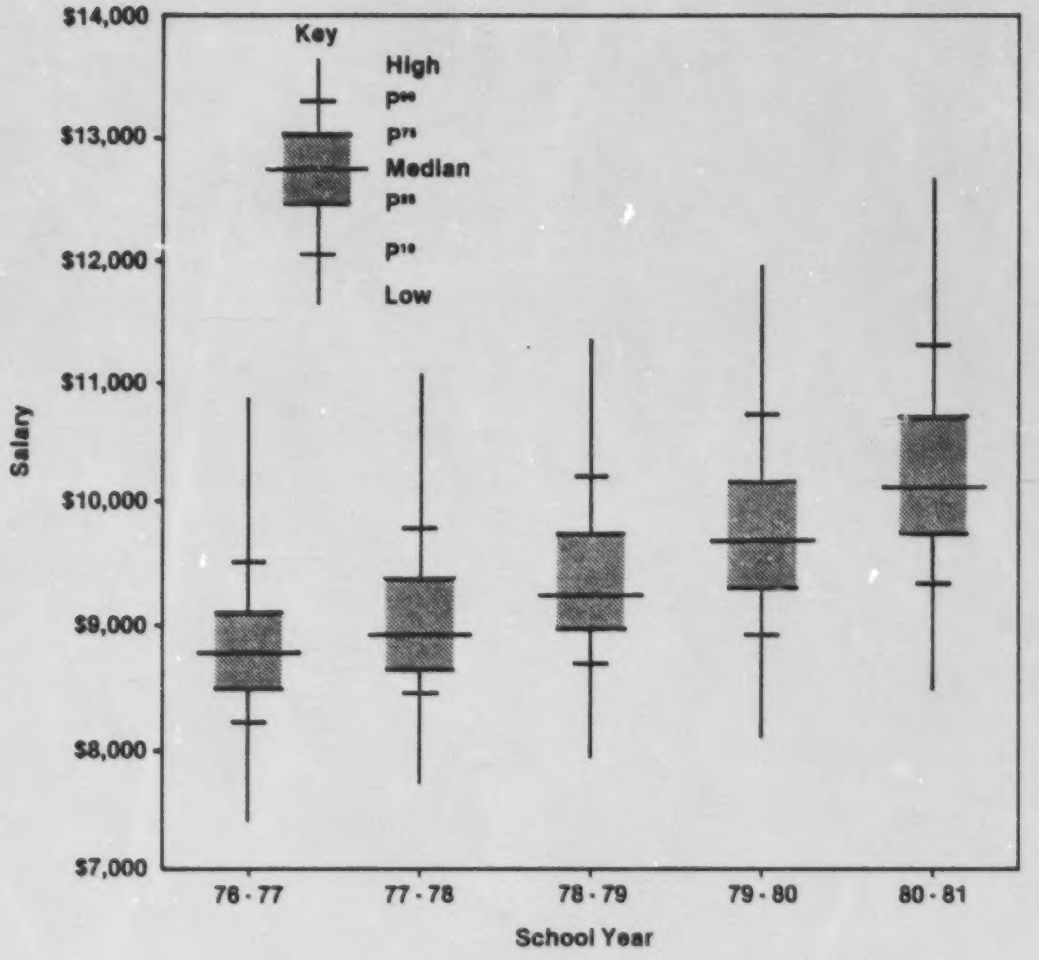
STARTING SALARIES OF TEACHERS WITH A BACHELOR'S DEGREE 1976-77 TO 1980-81

Year	Low	10%ile	25%ile	Median	75%ile	90%ile	High
1980 - 81	$8,466	$9,360	$9,720	$10,155	$10,705	$11,300	$12,653
1979 - 80	8,097	8,940	9,285	9,675	10,185	10,720	11,937
1978 - 79	7,900	8,705	8,955	9,250	9,750	10,225	11,350
1977 - 78	7,700	8,435	8,615	8,950	9,390	9,825	11,070
1976 - 77	7,400	8,230	8,490	8,770	9,100	9,535	10,826

Sources: "Teachers' Salary Schedules 1980-81," Connecticut Education Association, July 1980.
"Connecticut Teachers' Salary Schedules 1979-80," R79-13, Connecticut Education Association, November 1979.
"Connecticut Teachers' Salary Schedules 1978-79," R79-3, Connecticut Education Association, March 1979.
"Connecticut Teacher Salary Schedules 1977-78," R78-11, Connecticut Education Association, 1978.
"Connecticut Teachers' Salary Schedules 1976-77," R77-21, Connecticut Education Association, 1977.

FIGURE 4.17

STARTING SALARIES OF TEACHERS WITH A BACHELOR'S DEGREE 1976 - 77 TO 1980 - 81



Between 1976 and 1980 the median starting salary of teachers rose from $8700 to $10,155, an increase of 15.8%. In the same period the September Consumer Price Index increased by 45.8%.

TABLE 4.18

RETIREES FROM TEACHERS' RETIREMENT SYSTEM 1971-72 TO 1980-81

Year	Number of Retirees	Percent of Prior Years Membership	Percent Non-Regular Retirement [1]	Mean Age	Mean Experience
1980 - 81	594	1.2	46.0	61.1	27.0
1979 - 80	617	1.3	47.5	61.2	26.9
1978 - 79	580	1.2	41.9	61.6	27.1
1977 - 78	604	1.3	34.6	61.5	27.8
1976 - 77	571	1.2	33.8	61.7	27.8
1975 - 76	534	1.1	34.1	60.5	28.2
1974 - 75	614	1.3	35.2	62.5	29.2
1973 - 74	635	1.3	30.1	62.8	29.5
1972 - 73	698	1.5	27.8	62.7	31.1
1971 - 72	547	1.2	21.4	63.0	32.1

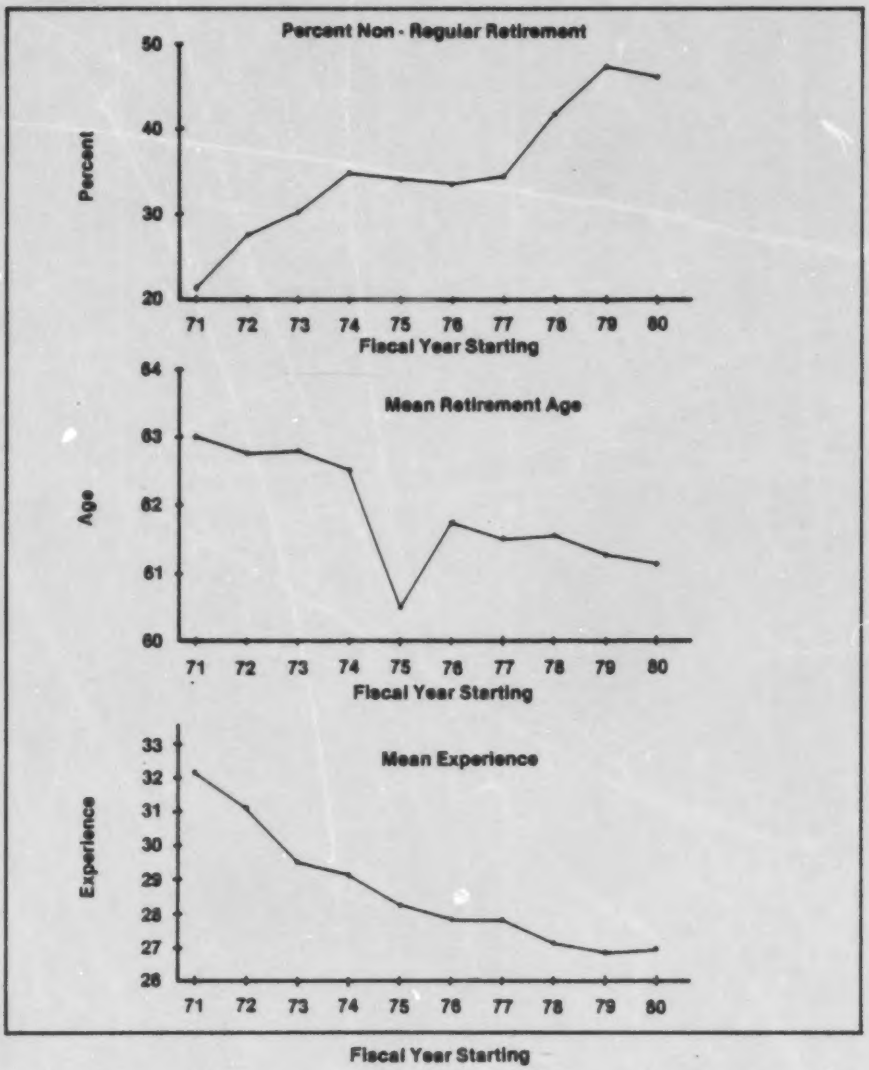
1 Regular retirement is at age 60 with 20 years experience or any age with 35 years experience. Non - regular retirement includes disability, early, proratable and deferred retirement.

Sources: "Digest of Connecticut Administration Reports to the Governor," 1971 - 72 to 1979 - 80, Volumes XXVI to XXXIV.

"1980 - 81 Administrative Report of the Teachers' Retirement System," Unpublished Report, Teachers' Retirement Board, 1981.

FIGURE 4.18

RETIREES FROM TEACHERS' RETIREMENT SYSTEM
1971 - 72 TO 1980 - 81



Teachers are retiring sooner than they did ten years ago. Between 1971 and 1980 the percentage of teachers retiring early doubled, the average age at retirement declined from 63.0 to 61.1 years, and the average years of experience declined from 32.1 to 27.0 years.

TABLE 4.19

WITHDRAWALS FROM TEACHERS' RETIREMENT SYSTEM 1971-72 TO 1980-81

Fiscal Year	Number of Withdrawals	Reason for Withdrawal: Left State	Marriage	Enter Another Field	Further Education	Other [1]
1980 - 81	2,410	569	500	610	89	642
1979 - 80	2,296	622	510	509	103	552
1978 - 79	2,045	619	464	363	74	525
1977 - 78	2,001	623	507	291	93	487
1976 - 77	2,177	616	571	218	107	665
1975 - 76	2,184	730	605	147	106	596
1974 - 75	2,515	935	698	182	143	557
1973 - 74	2,517	896	679	206	149	587
1972 - 73	2,901	1,026	781	237	214	643
1971 - 72	2,929	1,072	841	195	214	607

1 Includes non-respondents.

Sources: "Digest of Connecti[illegible]inistrative Reports to the Governor," 1971 - 72 to 1979 - 80, Volumes XXVI to XXXIV.

"1980 - 81 Administrative Report of the Teachers' Retirement System." Unpublished Report, Teachers' Retirement Board, 1981.

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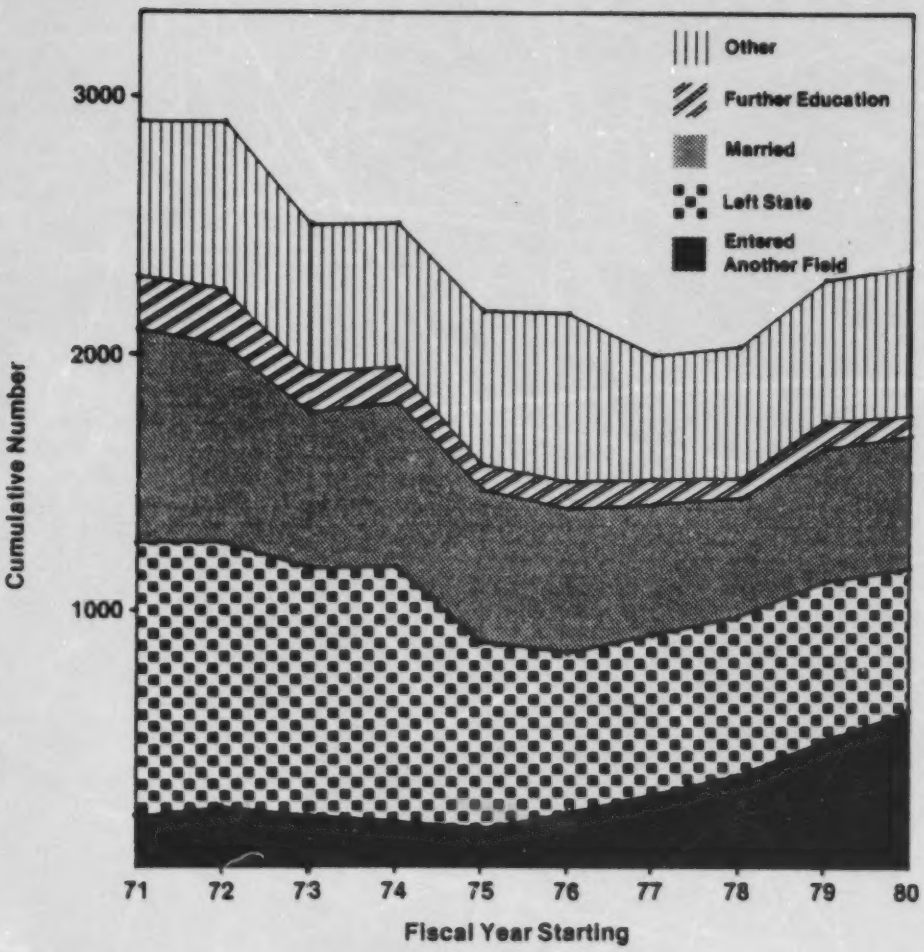
FIGURE 4.19

WITHDRAWALS FROM THE TEACHERS' RETIREMENT SYSTEM 1971 - 72 TO 1980 - 81



The reasons for withdrawal from the Teachers' Retirement System have changed in the past ten years. Between 1971 and 1980 the number of entering another field tripled and now is cited by 25% of the teachers. Concurrently the number cited marriage, leaving the state or furthering their education has declined.

V. PUBLIC SCHOOL EXPENDITURES

Each year the Connecticut State Department of Education collects financial data from 165 local public school districts. These data may be analyzed to determine local level of effort in many spending categories, either by "object," the service or commodity obtained for a specific expenditure, or by "function," the purpose for which something is purchased or used.

The object and function categories used here are based on the 1973 Handbook *Financial Accounting, Classifications and Standard Terminology for Local and State School Systems*, published by the National Center for Education Statistics (NCES).

Local current expenditures rose from $854.0 million in 1974 - 75 to $1.34 billion in 1980 - 81 (see Table 5.0). If the $30.7 million ($60 per pupil) in food sales receipts that was reported for the first time in 1980 - 81 is excluded, expenditures increased 53.7% between 1974 - 75 and 1980 - 81, an average annual rate of 7.4%. In this period expenditures (unadjusted) rose 37.6% at the elementary level, 57.1% in middle/jr. high, 67.8% in the high schools and 152% for special education. Often these expenditures are reported per pupil. With a 17.6% decline in the number of pupils between 1974 - 75 and 1980 - 81, reported local current expenditures per pupil rose 90.5% from $1,328 to $2,530. When adjusted for the reporting change the average annual increase per pupil was 10.9%.

The $30.7 million additional expenditures from food sales receipts in 1980 - 81 distorted the longitudinal comparisons of expenditures by object by adding an estimated $11.1 million to non - certified personnel, $19.3 million to supplies and materials and $.3 million to capitol outlay (see Table 5.02). Total expenditures increased by 43.9% (adjusted) between 1975 - 76 and 1980 - 81. The only major object growing at a slower rate was certified personel (29.6%). The percentage increase in other objects included noncertified personnel (51.1%, adjusted), employee benefits (85.8%), transportation (74.6%), tuition (67.7%), and supplies and materials (64.8%, adjusted). With these changes personnel costs (certified, noncertified, benefits and professional - technical services) accounted for 74.4% of expenditures (75.2% adjusted) in 1980 - 81 compared to 78.8% in 1974 - 75.

Costs not directly related to instruction have increased more rapidly than instructional costs. Expenditures for regular instruction rose 34% from 1974 - 75 to 1980 - 81, expenditures for all instruction (regular, special education, culturally different, and summer school) rose 43.5%, compared to an overall increase of 55.7% (52.3% adjusted) in total expenditures (see Table 5.03). Expenditures for other functions increased at a higher rate than instruction; pupil services rose 48.1%, tuition and transportation payments rose 80.5%, business support services rose 92.8% (75.3% adjusted) and student activities rose 131%.

Further analyses of selected objects and functions are based on distributions of the average expenditures per pupil for the 165 local public school districts in Connecticut. Seven distribution points are displayed in the tables and figures; the minimum, tenth percentile, 25th percentile, median, 75th percentile, 90th percentile, and maximum. These points represent the 165th ranked districts, and the 150th, 125th, 83rd, 42nd, 17th and first ranked district, for each object or function.

The median total expenditure per pupil rose from $1,231 in 1974 - 75 to $2,330 in 1980 - 81 (see Table 5.04). Fifty dollars of this increase was attributable to the inclusion of expenditures financed by food sales in 1980 - 81. When adjusted, the median rose a total of 85.2% and at an average annual rate of 10.8%. Part of the $1,969 difference between the highest and lowest spending district in 1980 - 81 can be attributed to grade span. Districts with only elementary grades tend to spend less than other districts, especially those with only secondary grades.

Between 1974 - 75 and 1980 - 81 there was a 60.2% increase in the median expenditure per pupil for regular programs, from $726 to $1,163 (see Table 5.05). The range has increased 52.8%, an increase less than the increase in the median, indicating less disparity in spending between the extremes in 1980 - 81 than in 1974 - 75. However other indices of disparity, the ratios of the 90th to 10th percentile and the 75th to 25th percentiles indicate no decrease in disparity between 1974 - 75 and 1980 - 81.

The cost of administering school programs has also increased (see Table 5.06). From 1974 - 75 to 1980 - 81 the median expenditure for administration rose 88.2%, an increase of $89.09 per pupil, from $101 in 1974 - 75. The percent increase is about the same as for total expenditures. The level of expenditure ranged from $108 to $493 per pupil. Reports of expenditures for administration apparently have become more reliable and more realistically reflect the cost of supporting the superintendent's and principals' offices and the local board of education.

The function educational media includes expenditures for the library, audiovisual, educational television, and computer - assisted instruction. There are many districts whose reported expenditures for this function from 1974 - 75 through 1980 - 81 would not have equaled the salary of one full - time librarian or media specialist (see Table 5.07). The 95% increase in median expenditures per pupil for educational media outstripped inflation, rising from $22.09 in 1974 - 75 to $43.14 in 1980 - 81.

Social work services deal with student problems arising out of the home, school,or community. Over one - third of the districts have consistently reported no spending in this area, except for 1974 - 75 when attendance and truancy were included (see Table 5.08). In 1980 - 81 the median expenditure was $4.67 per pupil and the maximum was $45.64 per pupil.

Guidance services are generally associated with secondary schools, career and vocational counseling and college placement. Regional secondary districts report higher than average expenditures, elementary districts report lower than average. No expenditures were reported by 32 districts in 1980 - 81 (see Table 5.09). From 1974 - 75 to 1980 - 81 the median expenditure per pupil rose 89.7% from $23.70 to $44.95, about equal to the increase in total expenditures.

Psychological services include administering and interpreting psychological tests, gathering and interpreting data on pupil behavior, helping staff meet pupil needs, and counseling pupils, parents, and staff. Ninety percent of these expenditures are for special education. Between 1974 - 75 and 1980 - 81 the median increased 174% from $5.25 to $14.41 per pupil, almost three times the increase in the median expenditure for regular programs. (see Table 5.10).

Under speech and hearing services, districts report expenditures for serving students with speech, hearing or language impairments. Eighteen districts reported no spending for this function in 1980 - 81, although all but three districts report students receiving these services. The median expenditure per pupil rose 146% from $5.25 in 1974 - 75 to $14.41 in 1980 - 81 (see Table 5.11).

Reported expenditures for health services also increased more than the total cost of schooling from 1974 - 75 to 1980 - 81 (see Table 5.12); the median expenditure per pupil increased 96.5%. One district reported no expenditure in 1980 - 81.

Improvement of instruction includes inservice activities and staff development. The widest disparities in expenditure per pupil have been found in this function with one district in 1980 - 81 reporting 8.1% of its spending for this activity and 22 districts reporting no spending. Median spending increased from $1.95 to $5.90 per pupil between 1974 - 75 and 1980 - 81.

From 1975 - 76 to 1980 - 81 the median expenditure per pupil for instructional supplies increased 55.5%, for textbooks 55.5%, for library books and periodicals 36.9%, and for equipment 116% (see Tables 5.14, 5.15, 5.16, and 5.17). During the same period the median total expenditure per pupil increased 71.6% (adjusted), for regular programs 52.2%, and for heat energy (see Table 5.18) 168%. The median expenditure per pupil for heat rose 93.9% from 1978 - 79 to 1980 - 81, the largest percentage increase over the two - year period.

Guidelines issued by the State Board of Education in January 1981 for spending for instructional materials recommended expenditures per pupil of $54 for instructional supplies, $22 for textbooks, $12 for library books and periodicals, and $37 for equipment. The reported median expenditures in 1980 - 81 were, respectively, $48.47, $19.33, $7.87, and $22.10.

Operation and maintendance of plant includes expenditures for care and upkeep of buildings and grounds, for maintaining service vehicles, and for security in and around schools. The 120% increase in the median expenditure per pupil from 1974 - 75 to 1980 - 81 (see Table 5.19) was twice the increase int the median expenditure for regular programs. It was also up over 41.7% from 1978 - 79 to 1980 - 81, probably because some fuel costs are included in this category.

Fiscal and other support services include budgeting, accounting and payroll, internal auditing, and property accounting and planning, research, development, evaluation, and information and data processing. The median expenditure per pupil in 1980 - 81 was 96.6% higher than the median in 1974 - 75 (see Table 5.20).

Public education in Connecticut continues to adapt to the changing needs of children and society, and its cost seem certain to increase. Schools have expanded their service to meet the increased needs of children; and the cost of these services is rising much faster than the cost of instruction. As Connecticut pursues its commitment to equity and excellence, it must consider carefully the effects of the costs of these needs.

TABLE 5.01

LOCAL CURRENT EXPENDITURES PER PUPIL
1974 - 75 TO 1980 - 81

School Year	Elementary	Middle / Jr. High	Senior High	Special Education [1]	Total
1980 - 81 [2]	$533,705,064	$249,076,254	$409,524,333	$148,469,863	$1,343,483,368
Per Pupil	2,120	2,444	2,529		2,530
1979 - 80	487,848,497	225,788,171	366,196,308	130,566,633	1,210,399,609
Per Pupil	1,844	2,099	2,212		2,196
1978 - 79	457,547,872	213,907,792	338,033,585	108,938,406	1,118,527,655
Per Pupil	1,653	1,870	1,971		1,941
1977 - 78	440,597,082	201,086,114	315,857,080	97,965,812	1,055,506,088
Per Pupil	1,513	1,661	1,829		1,769
1976 - 77	416,026,323	186,632,900	286,701,518	79,943,317	969,304,058
Per Pupil	1,344	1,537	1,626		1,566
1975 - 76	402,085,657	174,211,598	272,464,781	69,433,247	918,195,283
Per Pupil	1,244	1,393	1,545		1,444
1974 - 75	388,053,056	158,479,441	248,526,930	58,937,871	853,997,298
Per Pupil	1,169	1,260	1,417		1,328

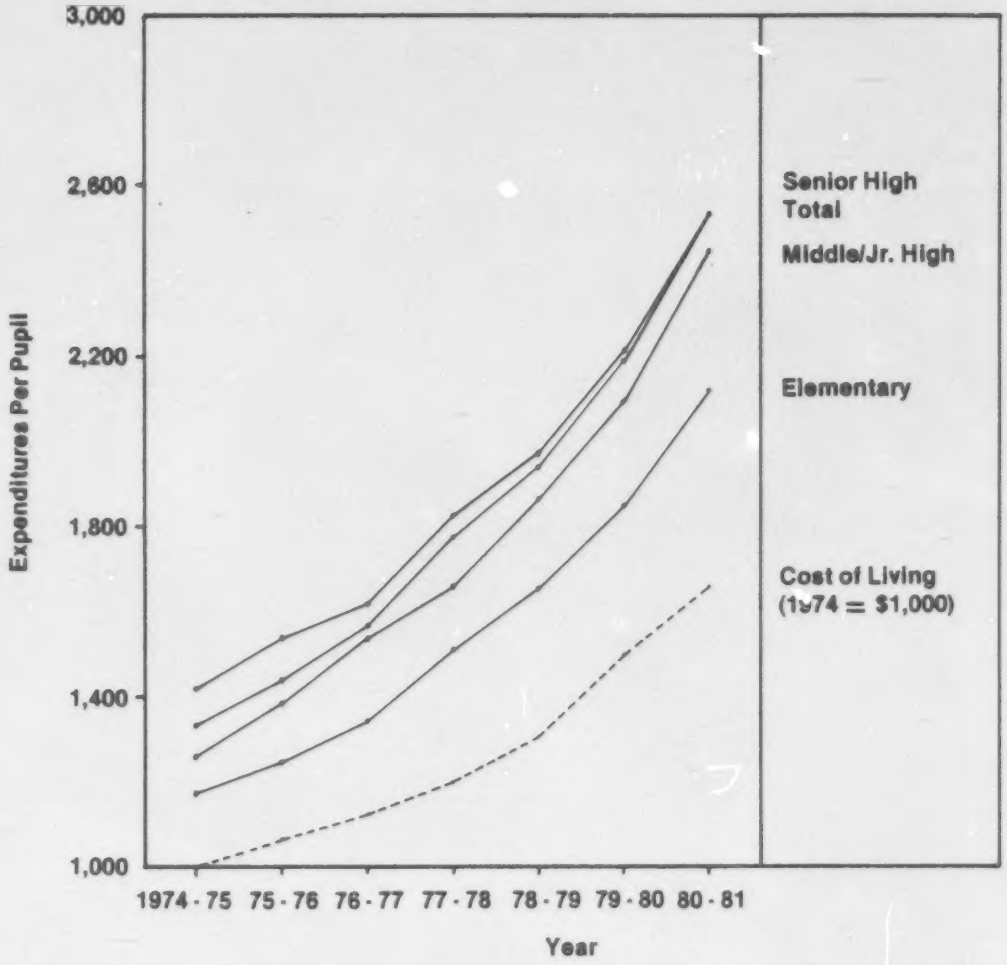
1 No expenditures per pupil has been calculated for Special Education. Special Education expenditures are not just for full - time students; dividing by the full - time special education students would be misleading.

2 Includes $30.66 million in food sales receipts.

Source: Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, 1980 and 1981.

FIGURE 5.01

LOCAL CURRENT EXPENDITURES PER PUPIL
1974 - 75 TO 1980 - 81



From 1974 - 75 to 1980 - 81 local current expenditures per pupil rose 81% at the elementary level, 94% at the middle/junior high level, 78% at the senior high level, and 91% overall while the cost of living rose 67%. In 1980 - 81 the average expenditure for a senior high school pupil was 3.5% higher than for a middle/junior high school pupil and 19.3% higher than for an elementary school pupil.

TABLE 5.02

EXPENDITURES BY OBJECT
1975 - 76 TO 1980 - 81

Object	1975 - 76	1976 - 77	1977 - 78	1978 - 79	1979 - 80	1980 - 81[1]
Certified Personnel	$585.2 61.0%	$615.0 60.1%	$648.5 58.8%	$680.2 57.8%	$719.7 56.6%	$758.4 53.8%
Non - certified Personnel	111.8 11.7%	119.5 11.7%	133.0 12.1%	141.2 12.0%	154.3 12.1%	180.0 12.8%
Employee Benefits	50.6 5.3%	58.7 5.7%	67.6 6.1%	73.7 6.3%	79.0 6.2%	94.0 6.7%
Professional - Technical Services	7.7 0.8%	9.2 0.9%	10.7 1.0%	12.0 1.0%	14.9 1.2%	16.8 1.2%
Property Services	34.9 3.6%	38.4 3.8%	41.9 3.8%	46.9 4.0%	50.6 4.0%	59.4 4.2%
Pupil Transportation, Travel & Other Transportation	37.0 3.9%	39.5 3.9%	44.0 4.0%	48.1 4.1%	55.5 4.4%	64.6 4.6%
Communications, Advertising, Printing & Binding	4.0 0.4%	4.4 0.4%	4.9 0.4%	5.5 0.5%	5.8 0.5%	6.8 0.5%
Tuition	39.4 4.1%	43.5 4.3%	46.9 4.3%	53.9 4.6%	58.6 4.6%	66.1 4.7%
Other Purchased Services	3.1 0.3%	3.2 0.3%	3.3 0.3%	3.5 0.3%	4.1 0.3%	3.4 0.2%
Supplies & Materials	71.7 7.5%	77.1 7.5%	84.1 7.6%	89.4 7.6%	106.9 8.4%	137.5 9.8%
Capital Outlay	8.2 0.9%	8.8 0.9%	10.1 0.9%	11.9 1.0%	13.2 1.0%	14.5 1.0%
Dues & Fees	0.8 0.1%	0.8 0.1%	1.0 0.1%	1.1 0.1%	1.2 0.1%	1.3 0.1%
Insurance	2.7 0.3%	3.2 0.3%	4.2 0.4%	4.2 0.4%	4.2 0.3%	4.3 0.3%
Other	0.4 0.0%	0.6 0.1%	0.5 0.0%	0.9 0.1%	1.0 0.1%	0.6 0.0%
Non - membership Expenses	0.0 0.0%	0.7 0.1%	2.0 0.2%	2.8 0.2%	2.8 0.2%	2.8 0.2%
Total	**$959.0**	**$1022.6**	**$1102.8**	**$1176.3**	**$1271.7**	**$1410.4**

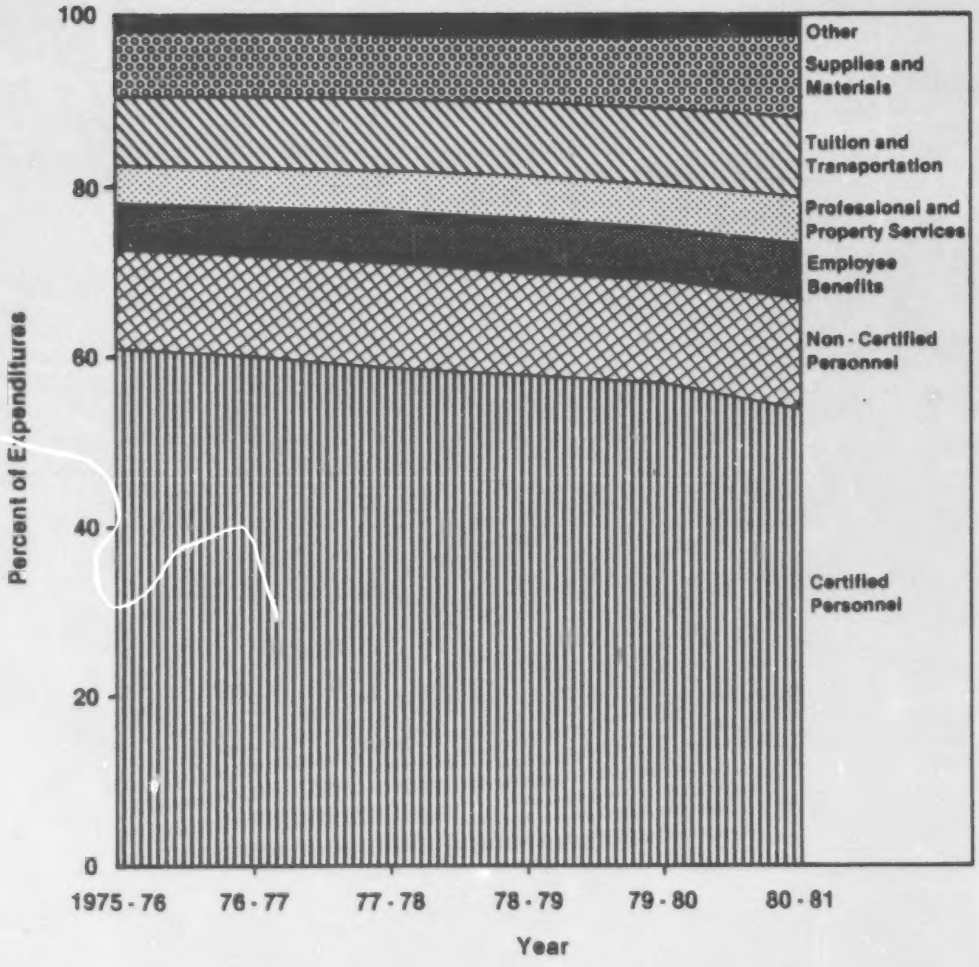
Note: Expenditures in millions of dollars.

1 Includes $30.7 million in food service receipts. Estimated adjusted expenditures are: non - certified personnel, $168.9 million; supplies and materials, $116.2 million; and capital outlay, $14.2 million.

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1976, 1977, 1978, 1979, 1980, and 1981.

FIGURE 5.02

EXPENDITURES BY OBJECT
1975 - 76 TO 1980 - 81



The percent of educational expenditures for certified personnel has dropped from 61.0% in 1975 - 76 to 53.8% in 1980 - 81. In the same period the percent expended for non - certified personnel and for employee benefits has risen. Other objects showing proportional increases were transportation and tuition and, especially in the last two years, supplies and materials.

TABLE 5.03

EXPENDITURES BY FUNCTION
1974 - 75 TO 1980 - 81

Function	1974 - 75	1975 - 76	1976 - 77	1977 - 78	1978 - 79	1979 - 80	1980 - 81
Regular Programs	$488.4	$505.1	$ 526.6	$ 557.1	$ 585.9	$ 616.6	$ 654.4
	53.9%	52.7%	51.5%	50.5%	49.8%	48.5%	46.4%
Special Education	34.5	39.4	46.2	57.8	66.5	77.1	88.3
	3.8%	4.1%	4.5%	5.2%	5.7%	6.1%	6.3%
Culturally Different	17.5	21.8	27.0	30.5	32.3	30.7	32.7
	1.9%	2.3%	2.6%	2.8%	2.7%	2.4%	2.3%
Summer School Programs	0.6	0.5	0.3	0.6	0.7	0.6	1.1
	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%
Pupil Services	45.5	48.5	51.3	55.2	57.6	63.5	67.4
	5.0%	5.1%	5.0%	5.0%	4.9%	5.0%	4.8%
Improvement of Instruction	7.1	7.0	9.0	8.3	9.0	11.6	13.3
	0.8%	0.7%	0.9%	0.8%	0.8%	0.9%	0.9%
Educational Media	17.4	19.0	20.7	21.8	22.8	24.0	25.3
	1.9%	2.0%	2.0%	2.0%	1.9%	1.9%	1.8%
Administrative Services	65.2	70.6	76.7	80.0	83.9	90.6	96.8
	7.2%	7.4%	7.5%	7.3%	7.1%	7.1%	6.9%
Business Support Services[1]	175.3	184.9	202.5	223.7	240.1	272.0	338.0
	19.4%	19.3%	19.8%	20.3%	20.4%	21.4%	24.0%
Central Office Services	7.1	7.1	7.6	7.1	8.2	9.6	11.4
	0.8%	0.7%	0.7%	0.6%	0.7%	0.8%	0.8%
Other Support Services	5.5	8.2	4.1	5.3	5.4	6.7	3.6
	0.6%	0.9%	0.4%	0.5%	0.5%	0.5%	0.3%
Student Activities	4.8	6.6	6.8	7.9	8.5	9.8	11.1
	0.5%	0.7%	0.7%	0.7%	0.7%	0.8%	0.8%
Tuition & Transportation Payments	37.0	39.9	43.7	47.4	54.2	59.1	66.8
	4.1%	4.2%	4.3%	4.3%	4.6%	4.6%	4.7%
Payments to Out-of-state Public School Districts	0.3	0.5	0.1	0.1	0.1	0.0	0.0
	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	**$906.1**	**$959.0**	**$1022.6**	**$1102.8**	**$1176.3**	**$1271.7**	**$1410.4**

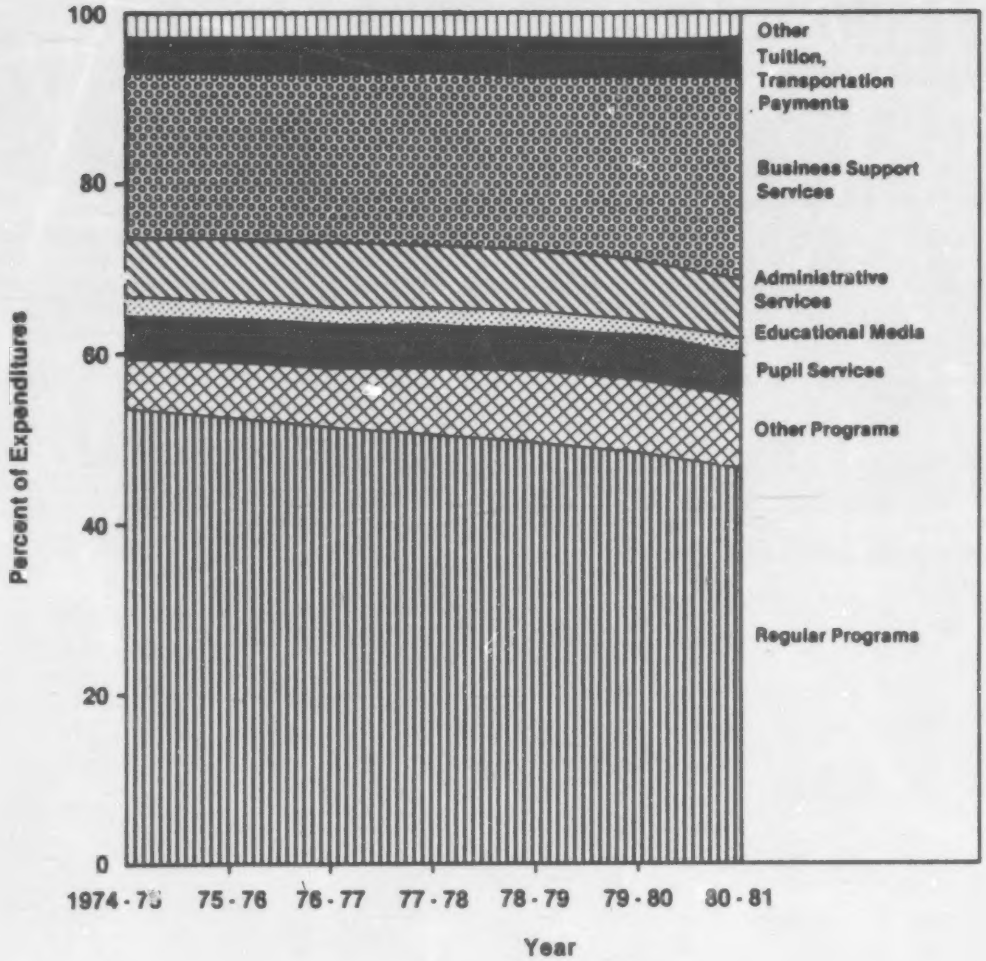
Note: Expenditures in millions of dollars.

1 Includes $30.7 million in food sales receipts in 1980 - 81.

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, 1980, and 1981.

FIGURE 5.03

EXPENDITURES BY FUNCTION
1974 - 75 TO 1980 - 81



From 1974 - 75 to 1980 - 81 the percent of educational expenditures for regular programs has decreased from 53.9% to 46.4% while the percent for special education has increased from 3.8% to 6.3%. Tuition and transportation payments show proportional increases, as do expenditures for business support services due partially to the change in 1980 - 81 of reporting the full rather then the net cost of food services.

TABLE 5.04

TOTAL EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81[1]	$1532	$1864	$2090	$2330	$2656	$2962	$3501
1980 - 81 (adj.)	1467	1828	2049	2280	2611	2908	3419
1979 - 80	1310	1617	1794	2016	2263	2514	3152
1978 - 79	1159	1432	1595	1783	1992	2249	2790
1977 - 78	994	1301	1435	1612	1805	2070	2553
1976 - 77	903	1165	1297	1465	1645	1915	2271
1975 - 76	812	1056	1204	1329	1495	1693	2090
1974 - 75	735	1004	1114	1231	1410	1608	1986

1 Includes expenditures financed by food service sales.

Sources: Local Expenditures per Pupil by Functions in Connecticut Public Schools: All Schools 1974 - 75. Connecticut State Department of Education.

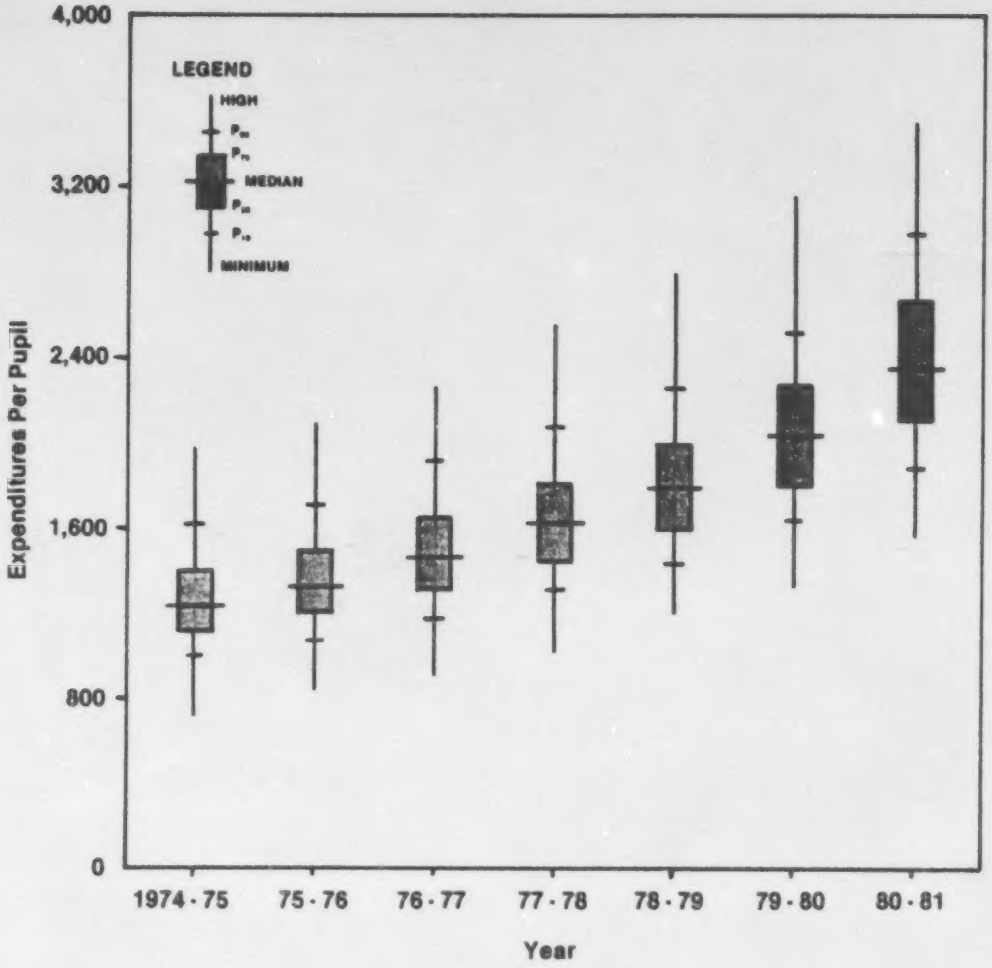
Local Expenditures per Pupil Connecticut Public Schools: All Districts 1975 - 76. Connecticut State Department of Education, August, 1977.

Special Report: Total Expenditures per Pupil by Function (1976 - 77, 1977 - 78, 1978 - 79). Connecticut State Department of Education.

Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1980, and 1981.

FIGURE 5.04

TOTAL EXPENDITURES PER PUPIL
1974 - 75 TO 1980 - 81



The median total expenditure of $2,330 per pupil in 1980 - 81 was 89% higher than the 1974 - 75 median. When adjusted for the $50 increase due to the inclusion of expenditures financed by food sales in 1980 - 81, it increased by 85.3%. The interquartile range (the length of the shaded area) increased 91% indicating that the differences between districts have remained proportionally equal.

TABLE 5.05

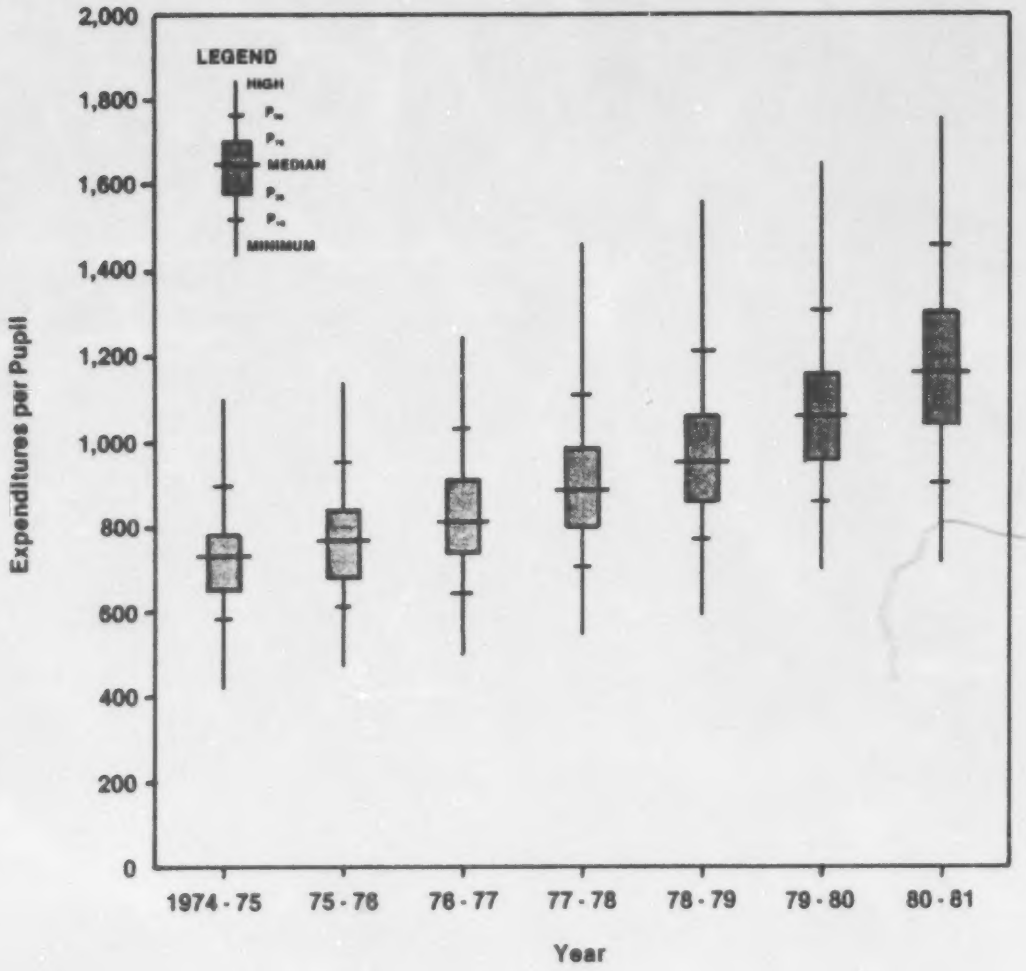
EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
REGULAR PROGRAMS

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$716	$903	$1043	$1163	$1305	$1453	$1755
1979 - 80	689	855	956	1057	1163	1308	1654
1978 - 79	596	771	856	952	1061	1204	1562
1977 - 78	539	707	795	880	980	1110	1457
1976 - 77	489	640	727	803	908	1030	1239
1975 - 76	468	605	674	764	837	953	1145
1974 - 75	418	582	644	726	779	885	1098

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, 1980, and 1981.

FIGURE 5.05

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
REGULAR PROGRAMS



Since 1974 - 75 the median expenditure per pupil for regular programs has risen 60%, from $726 to $1,163. The range increased 53% during the same period from $680 to $1,039, and the interquartile range increased by 94%.

TABLE 5.06

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
ADMINISTRATION

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$108.07	$137.02	$156.24	$190.09	$226.91	$265.94	$493.21
1979 - 80	81.66	117.61	139.86	169.40	198.52	225.74	368.29
1978 - 79	52.48	102.80	123.53	147.62	174.81	204.00	361.11
1977 - 78	46.76*	94.30	109.00	133.75	159.50	187.50	308.23
1976 - 77	41.78*	80.00	101.00	123.00	148.50	167.00	292.79
1975 - 76	37.50	79.25	94.20	111.30	131.00	151.50	241.50
1974 - 75	20.48	70.50	85.00	101.00	121.50	146.00	269.61

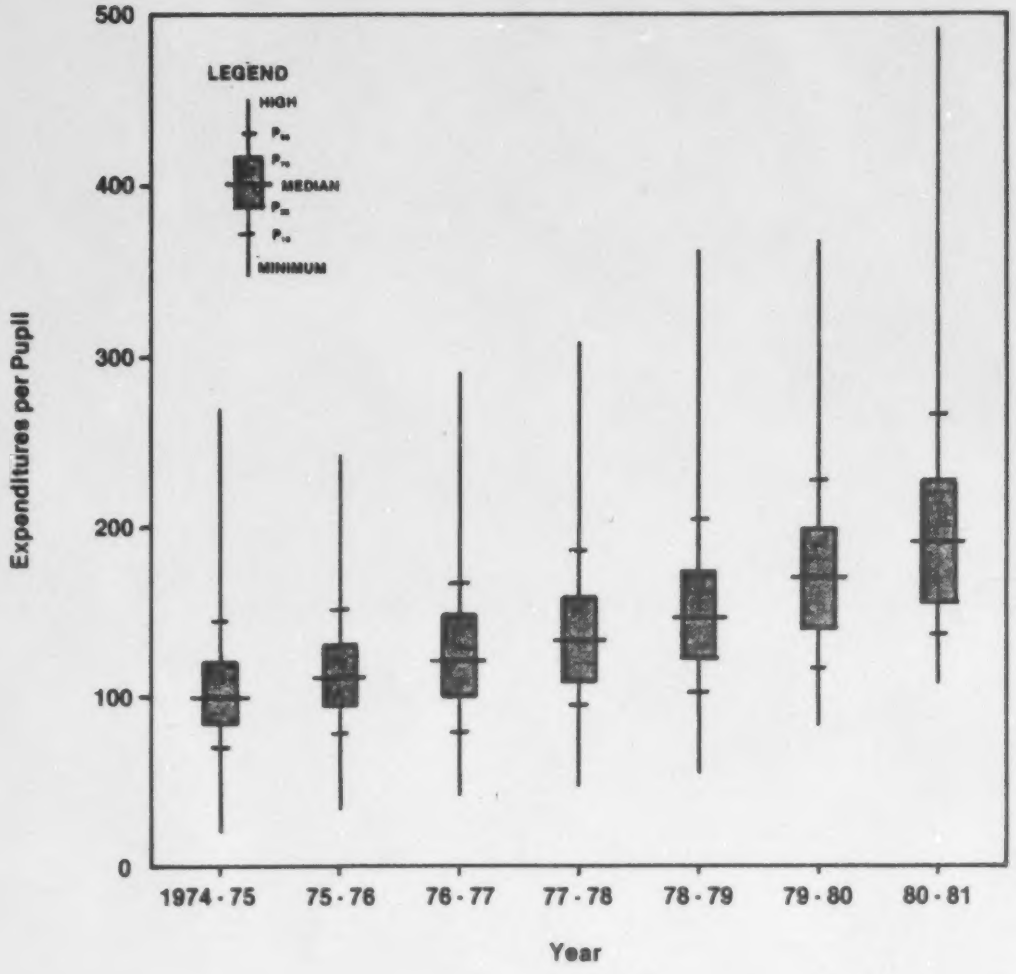
* The most extreme amount was so inconsistent with other amounts reported that year and in other years, it was considered unreliable and the next most extreme amount was used.

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1980, and 1981.

Special Report: Total Expenditures per Pupil by Function (1976 - 77, 1977 - 78, 1978 - 79). Connecticut State Department of Education.

FIGURE 5.06

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
ADMINISTRATION



There was an 88% increase in the median expenditure per pupil for administration from $101.00 in 1974 - 75 to $190.09 in 1980 - 81. The interquartile range increased 94%. The large increase in the maximum from 1979 - 80 to 1980 - 81 was due to one small district which increased its spending by about 10% and dropped 18% in enrollment.

TABLE 5.07

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
EDUCATIONAL MEDIA

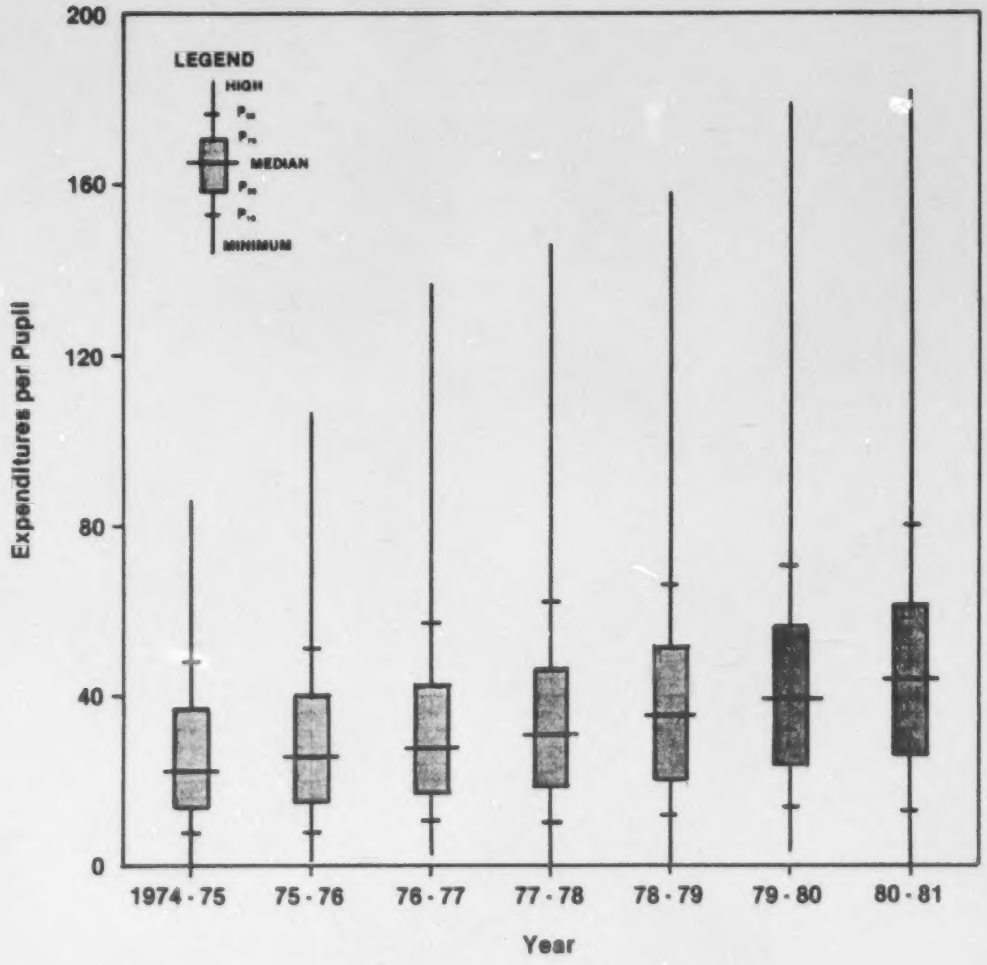
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$0.00	$12.26	$25.98	$43.14	$60.82	$79.77	$181.95
1979 - 80	2.74	12.72	22.43	38.63	55.75	69.85	178.62
1978 - 79	0.00	11.60	19.50	34.40	51.09	65.54	157.51
1977 - 78	0.00	9.40	17.50	30.80	45.35	61.50	145.81
1976 - 77	2.00	10.25	16.50	27.25	42.50	56.65	136.44
1975 - 76	1.00	7.60	14.90	24.80	39.50	51.00	107.00
1974 - 75	0.00	7.82	13.50	22.09	36.80	48.40	86.18

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1980, and 1981.

Special Report: Local Expenditures per Pupil by Selected Functions (1976 - 77, 1977 - 78, 1978 - 79). Connecticut State Department of Education.

FIGURE 5.07

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
EDUCATIONAL MEDIA



In 1980 - 81 the median expenditure of $43.14 per pupil for educational media was 95% higher than the 1974 - 75 median, and the interquartile range in 1980 - 81 was 50% larger than in 1974 - 75. The maximum expenditure per pupil has consistently been almost four times as great as the median. In 1980 - 81 two districts reported no expenditure for educational media.

TABLE 5.08

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
SOCIAL WORK SERVICES

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$0.00	$0.00	$0.00	$4.67	$12.58	$19.14	$45.64
1979 - 80	0.00	0.00	0.00	3.61	12.25	18.54	41.97
1978 - 79	0.00	0.00	0.00	3.20	9.26	16.59	39.14
1977 - 78	0.00	0.00	0.00	2.70	8.50	17.30	36.00
1976 - 77	0.00	0.00	0.00	4.00	9.40	11.50	32.00
1975 - 76	0.00	0.00	0.00	2.92	8.08	12.67	29.25
1974 - 75	0.00	0.00	0.16	2.80	8.30	12.85	41.68

Note: In 1974 - 75 this category included both attendance and social service. Since 1975 attendance has been included under another heading.

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, 1980, and 1981.

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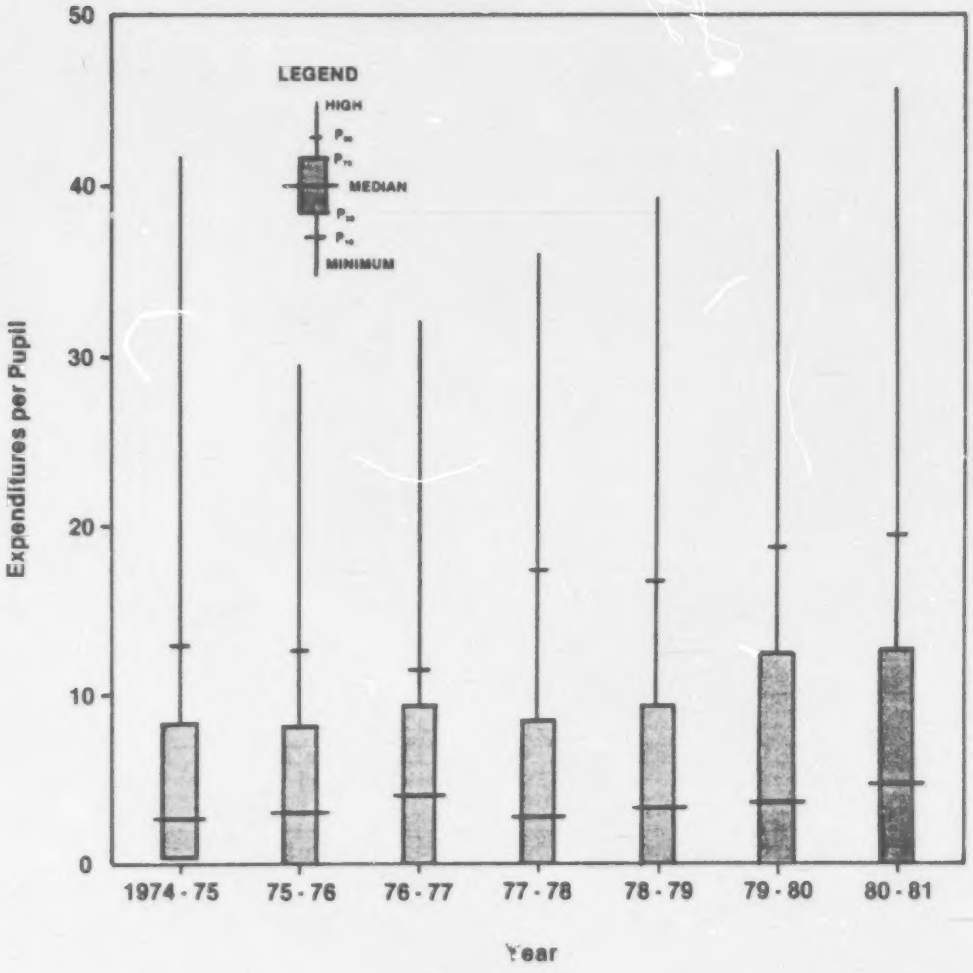
FIGURE 5.08

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
SOCIAL WORK SERVICES



In 1980 - 81, 68 districts reported no expenditures for social work services, four fewer than in 1979 - 80 but the same number as in 1978 - 79. The percent increase in the median (67%) from 1974 - 75 to 1980 - 81 matched inflation, but the increases at the 75th percentile (52%), the ninetieth percentile (49%), and the maximum (10%) were lower.

TABLE 5.09

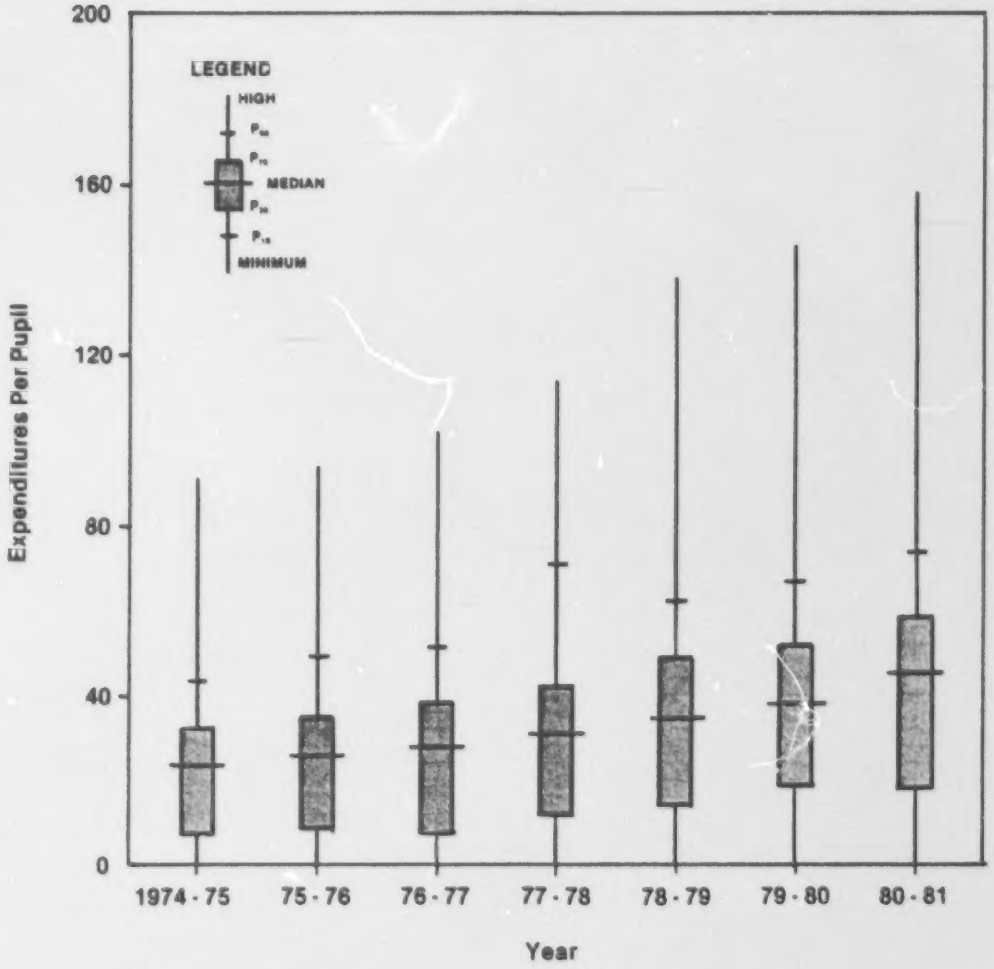
EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
GUIDANCE SERVICES

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$0.00	$0.00	$18.10	$44.95	$58.56	$73.88	$159.12
1979 - 80	0.00	0.00	18.29	38.03	51.75	67.11	144.84
1978 - 79	0.00	0.00	14.03	34.49	48.75	62.18	138.19
1977 - 78	0.00	0.00	11.90	30.75	42.50	71.00	113.92
1976 -77	0.00	0.00	7.50	27.75	38.70	51.50	102.24
1975 - 76	0.00	0.00	8.33	25.33	35.20	49.00	94.20
1974 - 75	0.00	0.00	7.33	23.70	32.50	43.65	91.52

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, 1980, and 1981.

FIGURE 5.09

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
GUIDANCE SERVICES



The median expenditure per pupil for guidance services increased 90% from $23.70 in 1974 - 75 to $44.95 in 1980 - 81, and the interqurtile range increased 61%. In 1980 - 81, 32 districts reported no expenditures, compared with 27 in 1979 - 80 and 36 in 1978 - 79.

TABLE 5.10

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
PSYCHOLOGICAL SERVICES

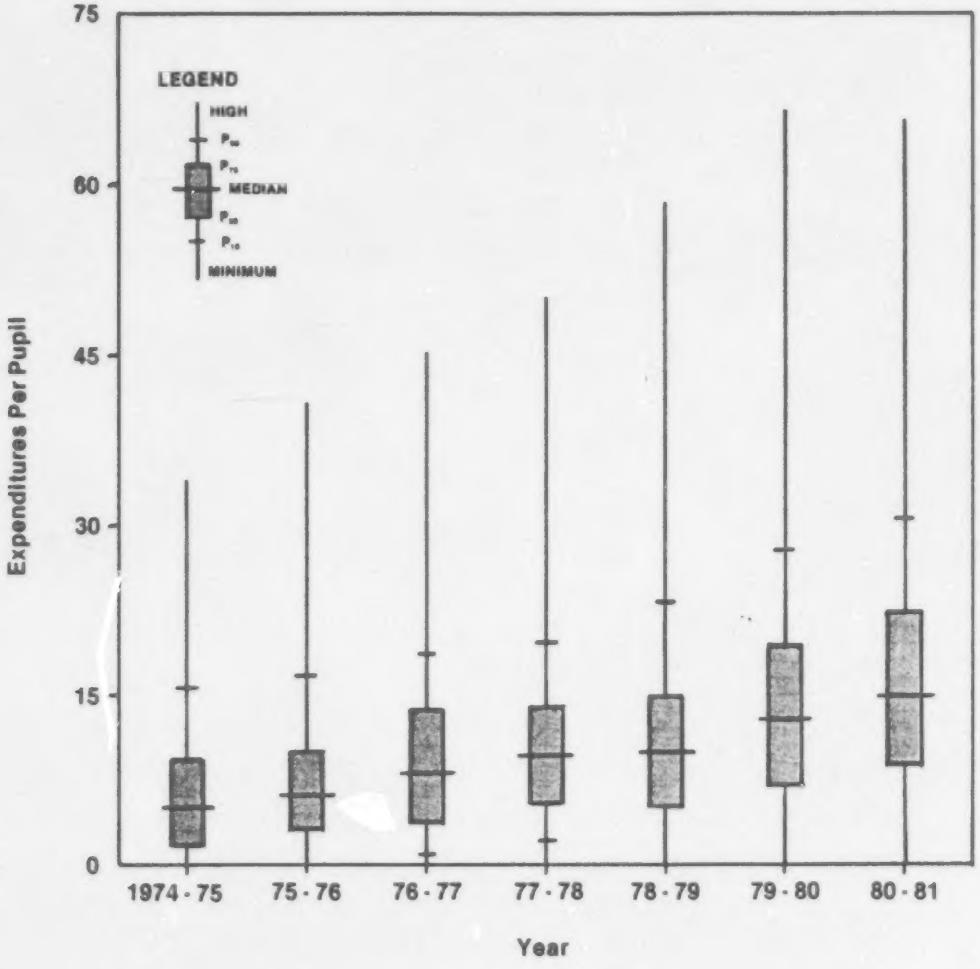
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$0.00	$0.00	$8.35	$14.41	$21.86	$30.09	$65.87
1979 - 80	0.00	0.00	6.72	12.35	19.11	27.62	66.25
1978 - 79	0.00	0.00	4.94	9.76	14.86	22.92	58.41
1977 - 78	0.00	2.00	5.15	9.50	13.85	19.70	50.24
1976 - 77	0.00	1.00	3.75	8.05	13.70	18.50	45.24
1975 - 76	0.00	0.00	3.10	6.17	10.21	16.75	40.59
1974 - 75	0.00	0.00	1.81	5.25	9.30	15.83	34.41*

* The most extreme amount was so inconsistent with other amounts reported that year and in other years, it was considered unreliable and the next most extreme amount was used.

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, 1980, and 1981.

FIGURE 5.10

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
PSYCHOLOGICAL SERVICES



The 1980 - 81 median expenditure per pupil for psychological service of $14.41 was 174% higher than the 1974 - 75 median, and the interquartile range in 1980 - 81 was 80% larger than in 1974 - 75. In 1980 - 81, 18 districts reported no expenditures for psychological services, the same number as in 1974 - 75, but two more than the prior two years.

TABLE 5.11

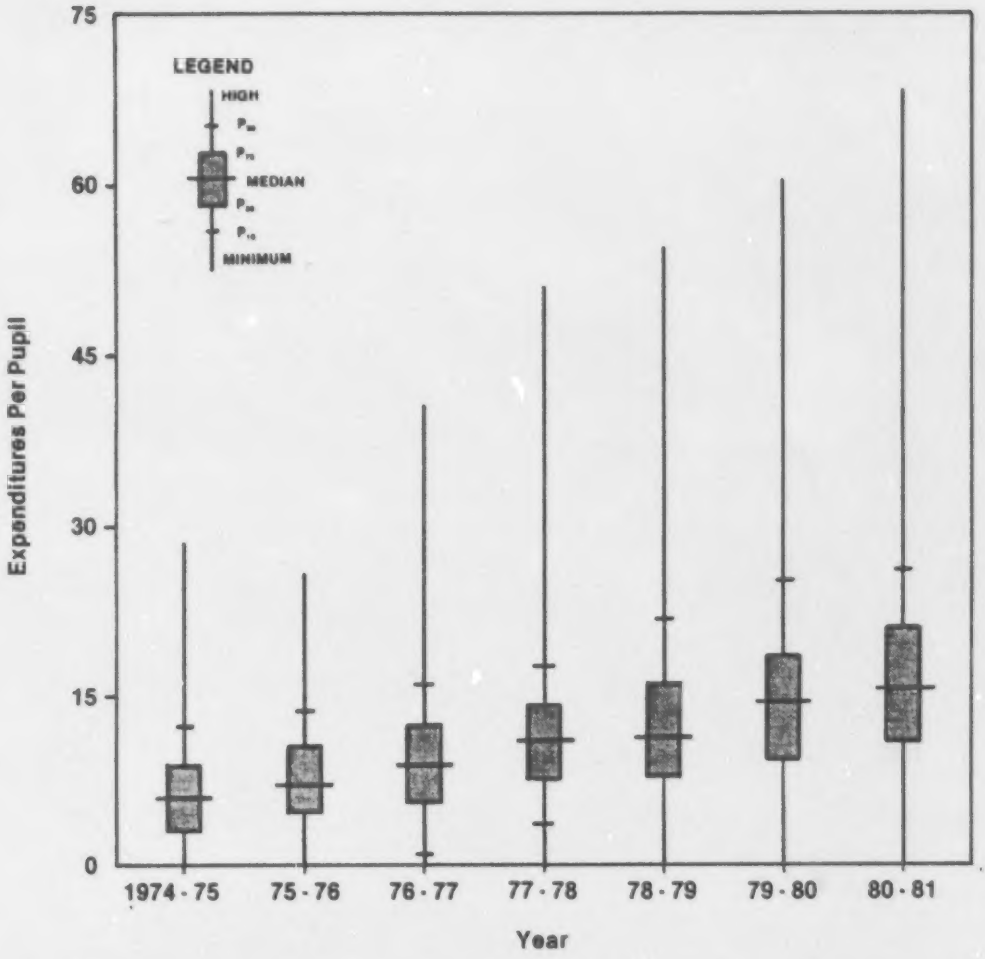
EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
SPEECH AND HEARING SERVICES

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$0.00	$0.00	$10.60	$15.27	$20.77	$25.81	$68.17
1979 - 80	0.00	0.00	9.14	14.35	18.25	25.08	60.21
1978 - 79	0.00	0.00	7.56	11.35	15.93	21.57	54.38
1977 - 78	0.00	3.50	7.60	11.10	14.15	17.75	50.95
1976 - 77	0.00	1.00	5.75	8.90	12.35	16.00	41.10
1975 - 76	0.00	0.00	4.90	7.35	10.64	13.67	25.76
1974 - 75	0.00	0.00	3.09	6.20	9.12	12.72	28.71

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, 1980, and 1981.

FIGURE 5.11

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
SPEECH AND HEARING SERVICES



The median expenditure per pupil for speech and hearing services has increased 146% from $6.20 in 1974 - 75 to $15.27 in 1980 - 81 and the interquartile range (the shaded area) has increased 69%. The number of districts (18) reporting no expenditure in 1980 - 81 has dropped from 28 in 1974 - 75 but risen from recent levels.

TABLE 5.12

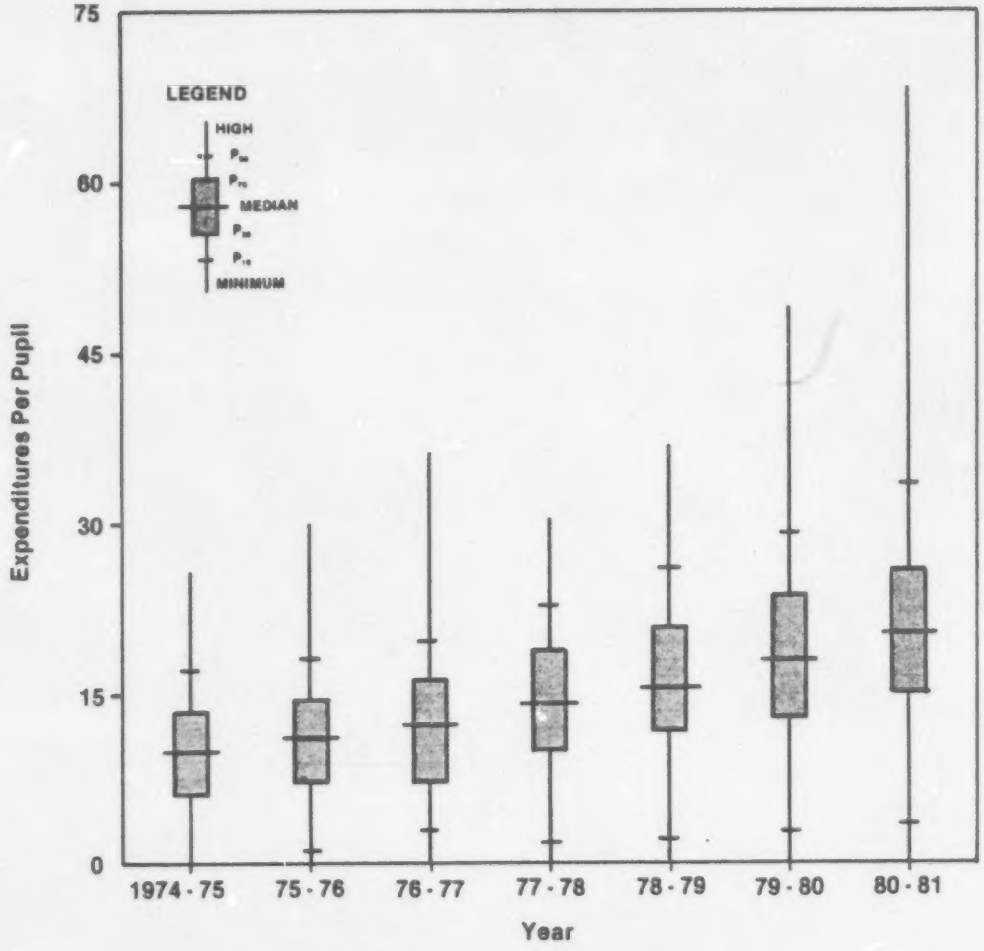
EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
HEALTH SERVICES

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$0.00	$3.08	$14.93	$20.14	$25.61	$33.24	$65.21
1979 - 80	0.00	2.60	12.62	17.73	23.51	28.91	49.05
1978 - 79	0.00	2.20	11.87	15.51	20.76	26.20	36.79
1977 - 78	0.00	1.85	9.90	14.20	18.80	22.70	30.35
1976 - 77	0.00	3.00	7.40	12.20	16.40	19.75	36.69
1975 - 76	0.00	1.11	7.42	11.20	14.83	18.33	30.32
1974 - 75	0.00	0.67	6.40	10.25	13.70	17.35	26.50

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, 1980, and 1981.

FIGURE 5.12

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
HEALTH SERVICES



From 1974 - 75 to 1980 - 81 the median expenditure per pupil almost doubled rising from $10.25 to $20.14. The interquartile range increased 46% in the same period. One district reported no expenditure for health services in 1980 - 81.

TABLE 5.13

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
IMPROVEMENT OF INSTRUCTION

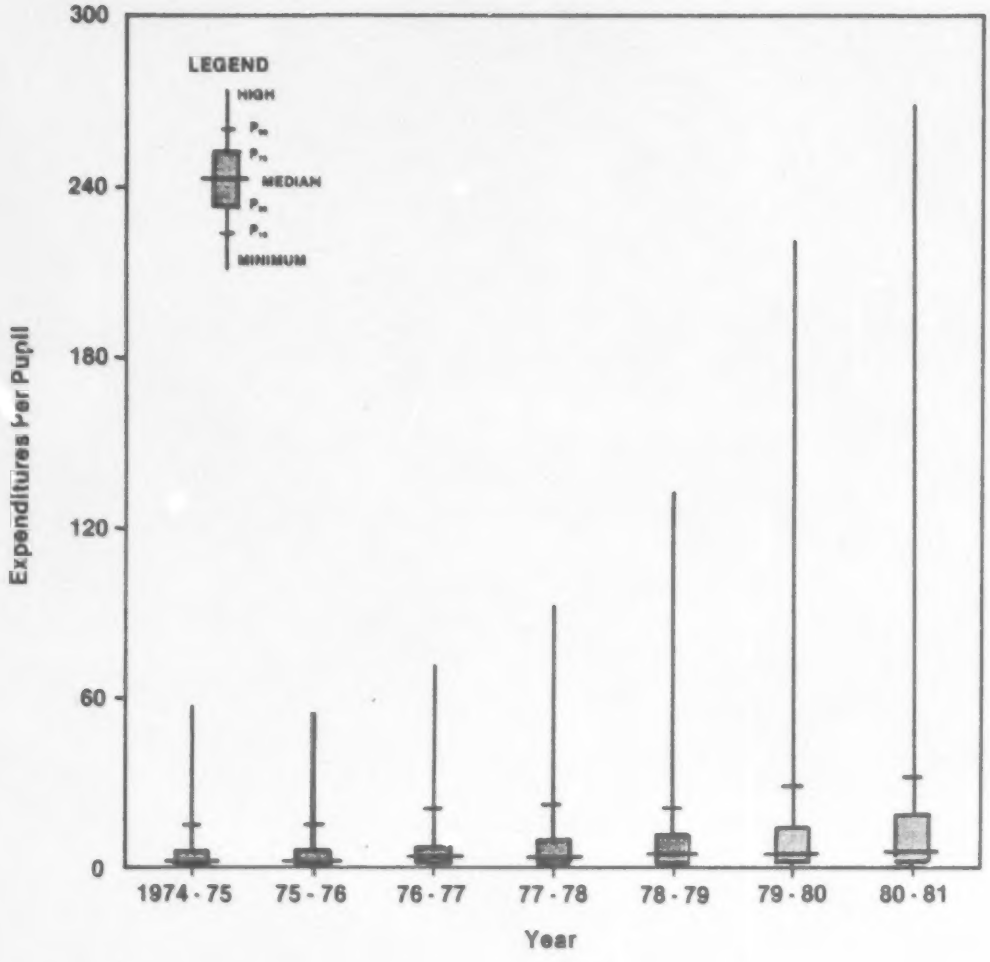
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$0.00	$0.00	$1.17	$5.90	$19.03	$31.77	$269.50
1979 - 80	0.00	0.00	1.32	5.42	14.50	29.98	222.16
1978 - 79	0.00	0.00	0.77	4.02	12.57	22.84	134.35
1977 - 78	0.00	0.00	0.60	3.70	10.80	23.50	93.13
1976 - 77	0.00	0.00	0.85	4.75	8.10	20.50	72.40
1975 - 76	0.00	0.00	0.35	1.80	6.28	16.33	55.50
1974 - 75	0.00	0.00	0.25	1.95	6.70	15.75	58.75

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1980, and 1981.

Special Report: Local Expenditures Per Pupil by Selected Functions (1976 - 77, 1977 - 1978, 1978 - 79). Connecticut State Department of Education.

FIGURE 5.13

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
IMPROVEMENT OF INSTRUCTION



From 1974 - 75 to 1980 - 81 the median expenditure per pupil rose 203% from $1.95 to $5.90. In 1980 - 81, 22 districts reported no expenditure for improvement of instruction, fewer than the 27 who reported none the two previous years.

TABLE 5.14

EXPENDITURES PER PUPIL, 1975 - 76 TO 1980 - 81
INSTRUCTIONAL SUPPLIES

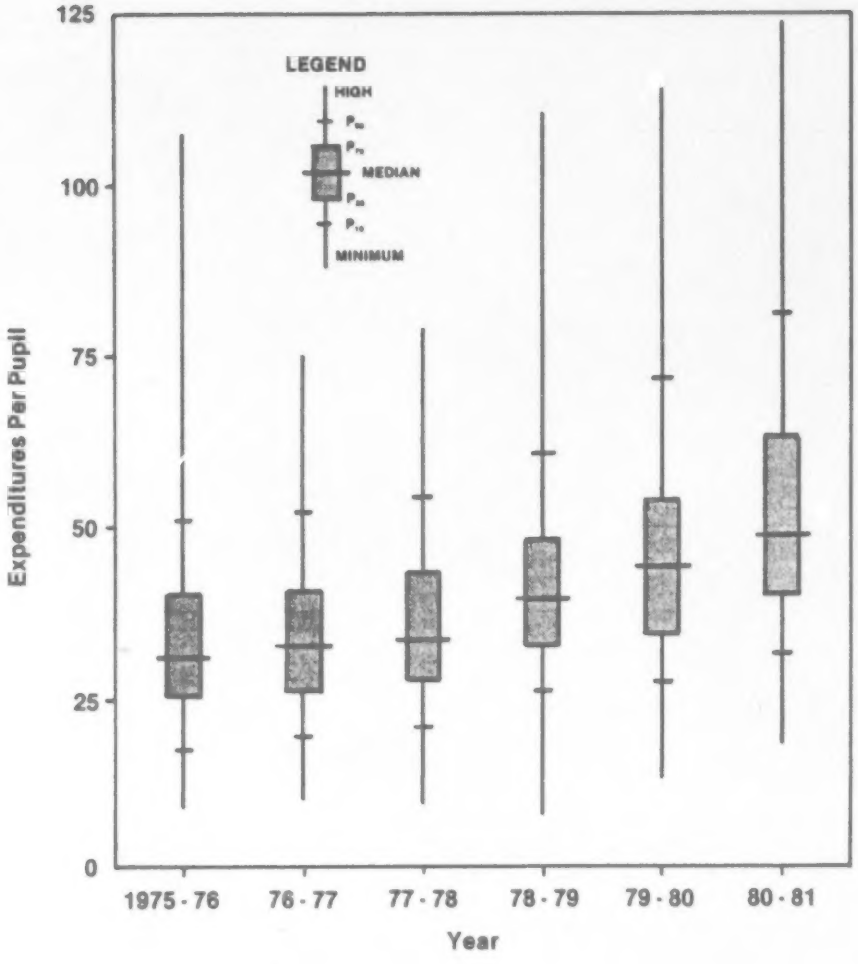
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$17.88	$31.34	$40.05	$48.47	$62.94	$81.26	$123.93
1979 - 80	12.82	27.37	34.64	44.32	54.10	72.23	115.53
1978 - 79	7.67	25.72	32.58	39.83	48.27	60.95	110.80
1977 - 78	8.96	20.50	27.60	33.64	43.71	54.50	79.08
1976 - 77	10.02	19.55	25.75	32.67	40.75	52.50	75.23
1975 - 76	9.19	17.50	25.43	31.18	40.33	51.75	108.25

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1976, 1980, and 1981.

Special Report: Per Pupil Object Expenditures by Level: Set I Books and Supplies (1976 - 77, 1977 - 78, 1978 - 79). Connecticut State Department of Education.

FIGURE 5.14

EXPENDITURES PER PUPIL, 1975 - 76 TO 1980 - 81
INSTRUCTIONAL SUPPLIES



From 1975 - 76 to 1980 - 81 the median expenditure per pupil for instructional supplies rose 55% from $31.18 to $48.47; the minimum rose 95% over the same period, from $9.19 to $17.88. The interquartile range increased 54%, also in the same period, while the cost of living rose 56%.

TABLE 5.15

EXPENDITURES PER PUPIL, 1975 - 76 TO 1980 - 81
TEXTBOOKS

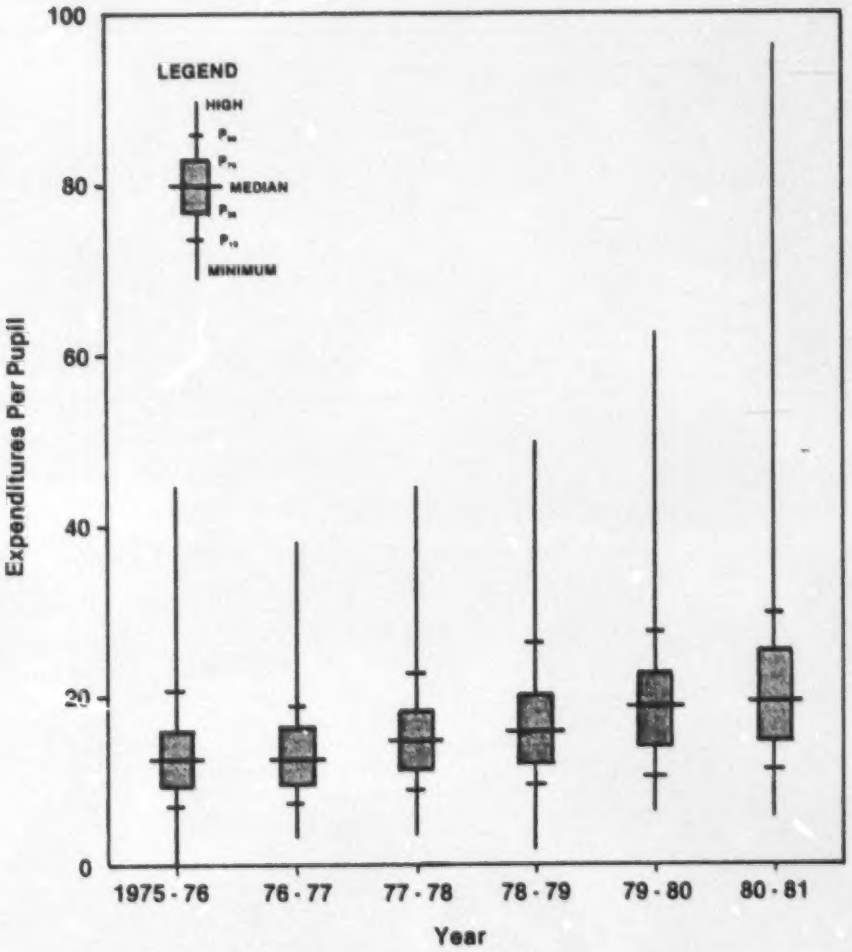
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$5.80	$11.43	$14.31	$19.33	$24.95	$29.78	$96.77
1979 - 80	6.64	10.16	13.85	18.49	22.34	27.57	62.44
1978 - 79	1.79	9.56	11.99	15.74	20.17	26.27	49.92
1977 - 78	3.72	8.75	11.11	14.67	18.42	22.83	44.93
1976 - 77	3.41	7.25	9.71	12.38	16.44	18.83	38.12
1975 - 76	0.30	6.62	9.35	12.43	15.75	20.75	44.96

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1976, 1980, and 1981.

Special Report: Per Pupil Object Expenditures by Level: Set I Books and Supplies (1976 - 77, 1977 - 78, 1978 - 79). Connecticut State Department of Education.

FIGURE 5.15

EXPENDITURES PER PUPIL, 1975 - 76 TO 1980 - 81
TEXTBOOKS



The median expenditure per pupil for textbooks in 1980 - 81 was 56% higher than in 1975 - 76 and 5% higher than in 1979 - 80. The interquartile range was 66% larger in 1980 - 81 than in 1975 - 76. The maximum expenditure of $96.77 in 1980 - 81 was 94% higher than in 1978 - 79, while the minimum expenditure reported in 1980 - 81 was lower than in 1979 - 80.

TABLE 5.16

EXPENDITURES PER PUPIL, 1975 - 76 TO 1980 - 81
LIBRARY BOOKS AND PERIODICALS

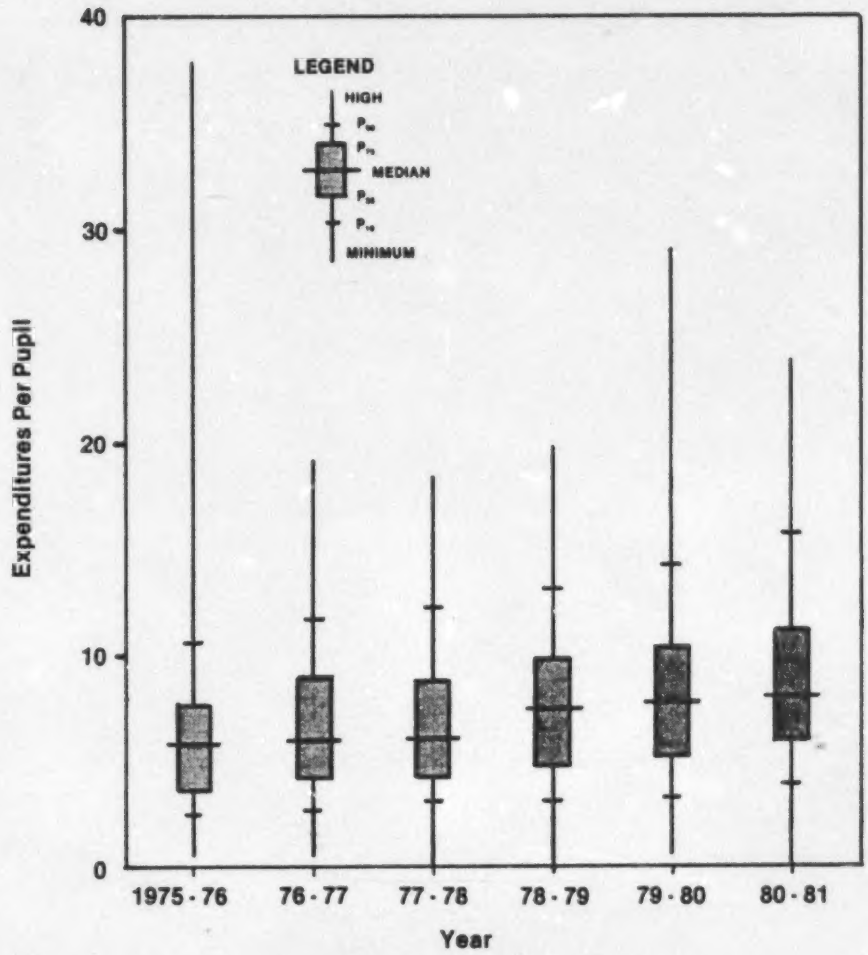
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$0.00	$3.83	$5.73	$7.87	$11.04	$15.38	$23.68
1979 - 80	0.66	3.18	5.14	7.67	10.22	14.10	29.20
1978 - 79	0.00	3.05	4.73	7.29	9.69	13.07	19.96
1977 - 78	0.43	3.08	4.18	6.06	8.78	12.10	18.44
1976 - 77	0.66	2.60	4.25	6.04	8.94	11.71	19.24
1975 - 76	0.63	2.43	3.72	5.75	7.83	10.75	36.97

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1976, 1980, and 1981.

Special Report: Per Pupil Object Expenditures by Level: Set I Books and Supplies (1976 - 77, 1977 - 78, 1978 - 79). Connecticut State Department of Education.

FIGURE 5.16

EXPENDITURES PER PUPIL, 1975 - 76 TO 1980 - 81
LIBRARY BOOKS AND PERIODICALS



From 1975 - 76 to 1980 - 81 the median expenditure per pupil for library books and periodicals rose 37% from $5.75 to $7.87 but rose less than 3% from 1978 - 79 to 1980 - 81. The interquartile range increased 29% from 1975 - 76 to 1980 - 81. In 1980 - 81, one district reported no expenditure for library books and periodicals.

TABLE 5.17

EXPENDITURES PER PUPIL, 1975 - 76 TO 1980 - 81
EQUIPMENT

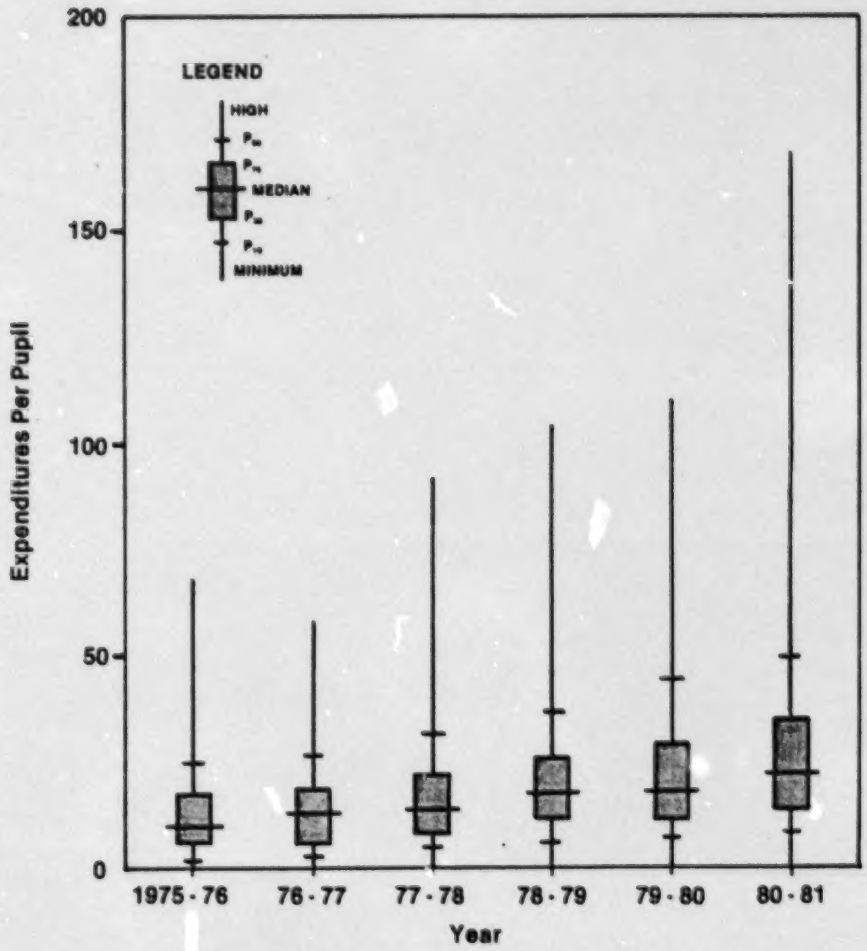
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$0.00	$8.11	$13.97	$22.10	$34.93	$48.52	$167.45
1979 - 80	1.29	6.88	11.49	18.03	28.44	44.34	110.57
1978 - 79	0.00	6.01	11.80	17.57	25.91	37.34	104.23
1977 - 78	1.75	4.87	8.12	13.90	22.10	31.93	92.50
1976 - 77	0.00	3.32	5.95	12.83	18.73	26.92	58.11
1975 - 76	0.00	2.37	6.34	10.22	17.81	24.86	68.63*

* The most extreme amount was so inconsistent with other amounts reported that year and in other years, it was considered unreliable and the next more extreme amount was used.

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1976, 1977, 1978, 1979, 1980, and 1981.

FIGURE 5.17

EXPENDITURES PER PUPIL, 1975 - 76 TO 1980 - 81
EQUIPMENT



From 1975 - 76 to 1980 - 81 the median expenditure per pupil for equipment rose 116% from $10.22 to $22.10, rising 23% from 1979 - 80 to 1980 - 81 alone. The interquartile range increased 83% and 24% in the same two periods. One district reported no expenditure for equipment in 1980 - 81.

TABLE 5.18

EXPENDITURES PER PUPIL, 1975 - 76 TO 1980 - 81
HEAT ENERGY

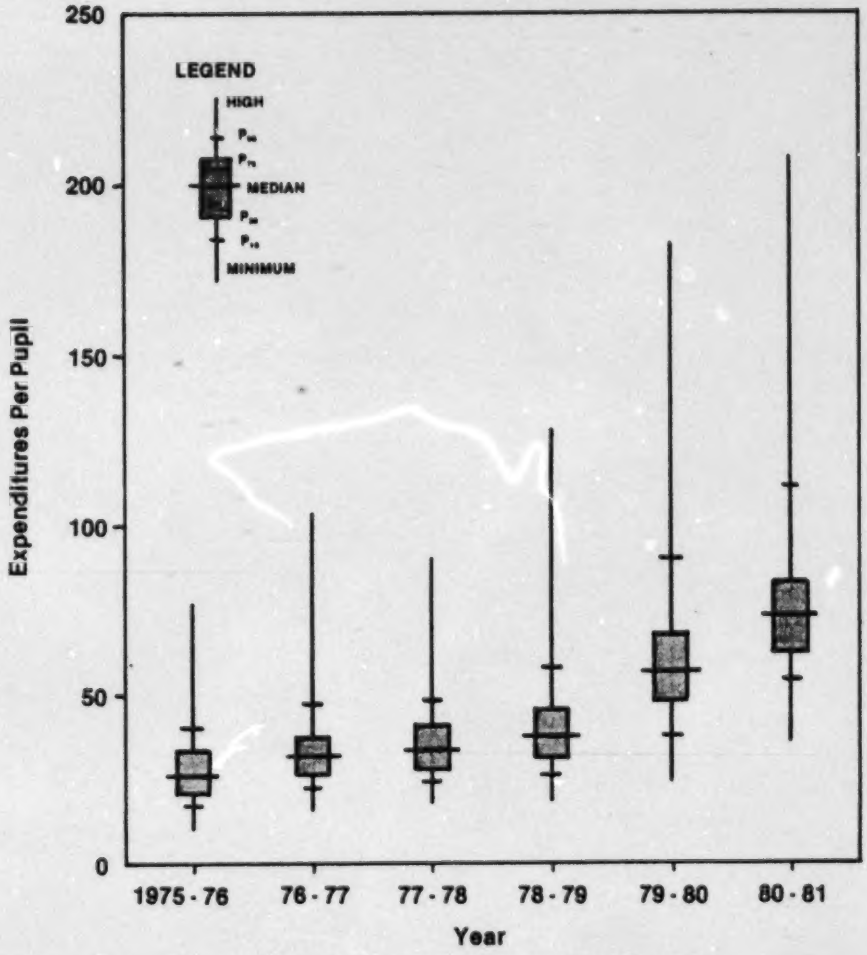
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$35.45	$54.72	$62.05	$73.37	$83.91	$111.79	$209.58
1979 - 80	26.06	38.98	47.72	56.85	67.92	90.31	183.89
1978 - 79	19.16	26.09	32.16	37.84	46.38	57.86	128.56
1977 - 78	18.88	24.50	28.85	34.25	41.50	49.70	90.56
1976 - 77	15.93	23.12	27.29	32.30	38.85	48.00	104.83
1975 - 76	11.50	17.71	21.83	27.40	34.30	41.50	77.50

Sources: Unpublished data, Connecticut State Department of Education Form EDu01, "End of Year Report," 1976, 1980, and 1981.

Special Report: Per Pupil Object Expenditures by Level: Set II Property Services (1976 - 77, 1977 - 78, 1978 - 79). Connecticut State Department of Education.

FIGURE 5.18

EXPENDITURES PER PUPIL, 1975 - 76 TO 1980 - 81
HEAT ENERGY



The median expenditure of $73.37 per pupil for heat energy in 1980 - 81 was 29% higher than the median in 1979 - 80 which was itself 50% higher than the 1978 - 79 median. Overall the median has risen 168% from 1975 - 76 to 1980 - 81. The interquartile range increased 62% in the same five - year period.

TABLE 5.19

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
OPERATION AND MAINTENANCE OF PLANT

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$165.24	$212.58	$258.79	$320.89	$382.70	$443.13	$599.32
1979 - 80	96.01	170.37	219.62	266.25	325.21	365.22	524.61
1978 - 79	97.92	139.55	177.36	226.45	278.65	325.53	490.99
1977 - 78	73.70	131.40	161.60	198.50	245.56	288.00	388.40
1976 - 77	75.50*	120.80	140.80	178.50	219.00	260.00	368.23
1975 - 76	62.00	107.20	128.80	155.80	194.40	234.40	310.70
1974 - 75	50.00	92.70	125.20	145.60	183.20	217.30	324.12

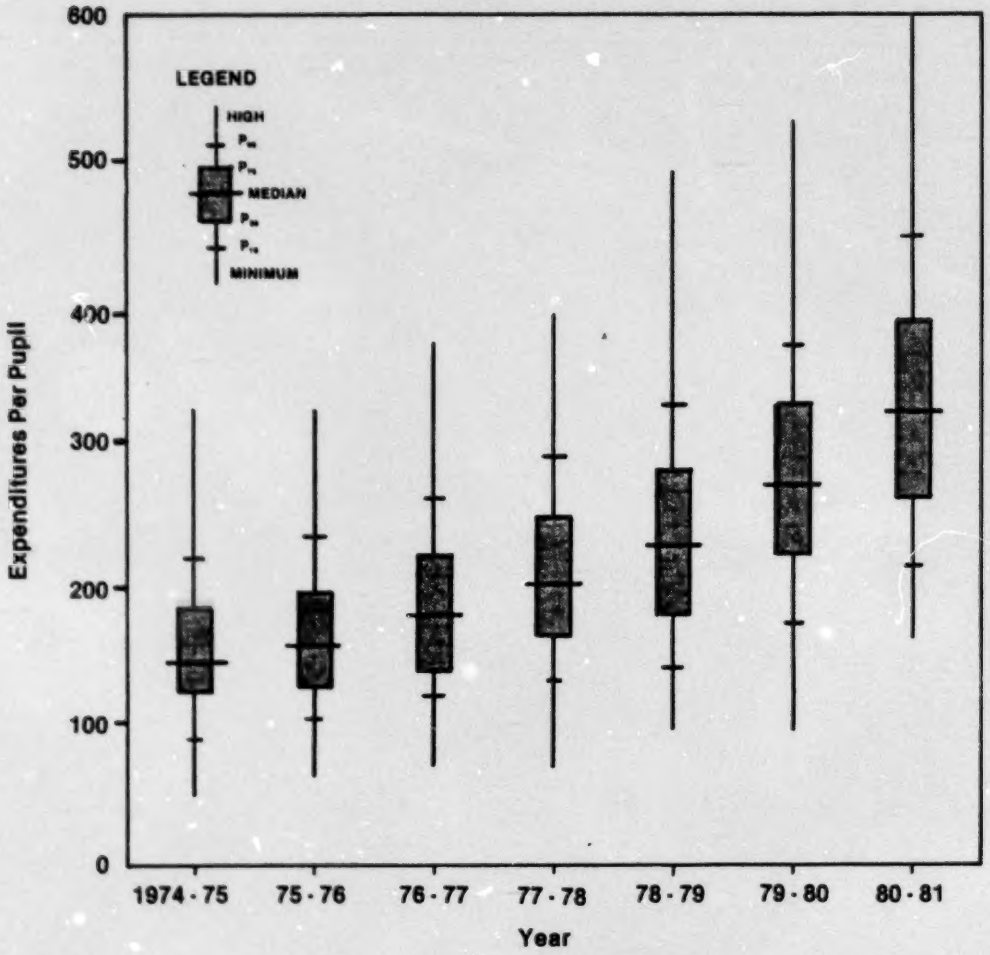
* The most extreme amount was so inconsistent with other amounts reported that year and in other years, it was considered unreliable and the next most extreme amount was used.

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1980, and 1981.

Special Report: Total Local Expenditures per Pupil by Function (1976 - 77, 1977 - 78, 1978 - 79). Connecticut State Department of Education.

FIGURE 5.19

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
OPERATION AND MAINTENANCE OF PLANT



The median expenditure per pupil for operation and maintenance of plant, after rising 83% over the five - year period from 1974 - 75 to 1979 - 80, rose an additional 21% to $320.89 in 1980 - 81. The minimum expenditure in 1980 - 81 was more than a two - fold increase (230%) over 1974 - 75.

TABLE 5.20

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81
FISCAL AND OTHER SUPPORT SERVICES

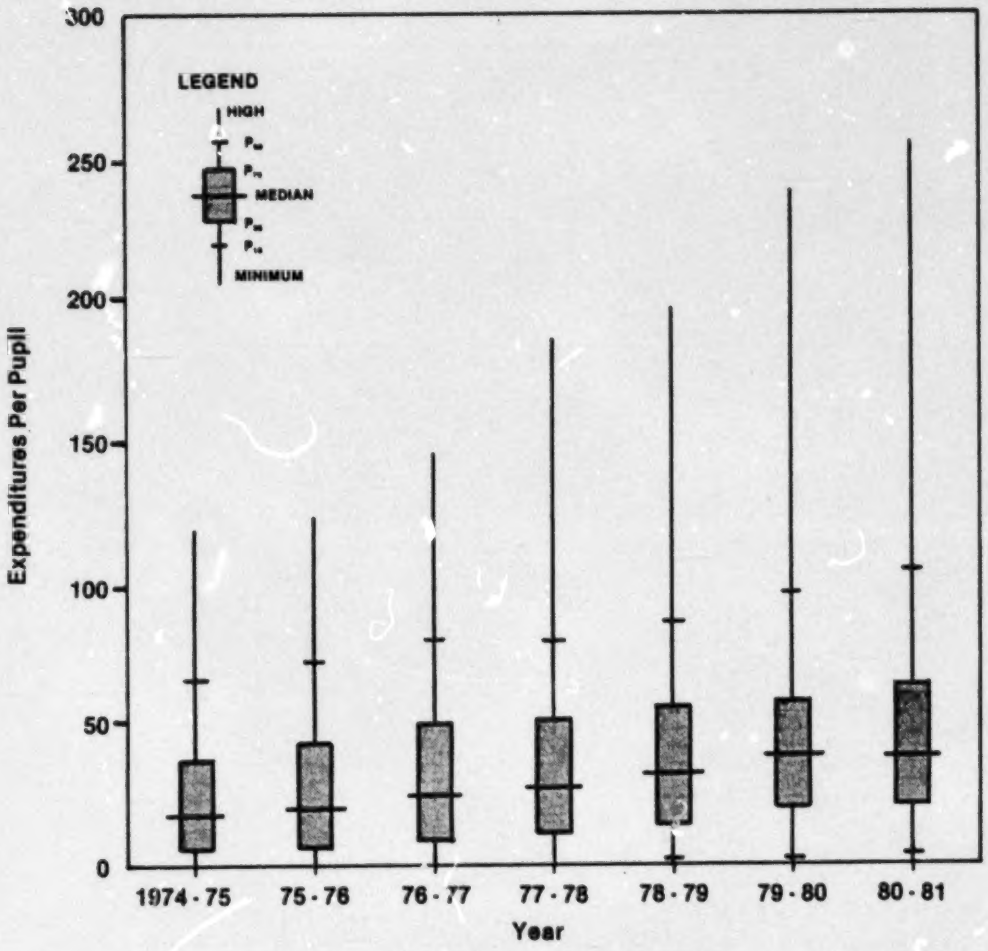
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1980 - 81	$0.00	$3.14	$20.93	$37.75	$63.55	$103.09	$252.95
1979 - 80	0.00	1.68	20.10	37.55	57.84	95.64	234.95
1978 - 79	0.00	2.64	13.07	30.65	56.15	85.77	197.16
1977 - 78	0.00	1.50	11.00	27.50	52.10	79.50	186.10
1976 - 77	0.00	0.00	10.25	25.10	50.75	80.00	146.28
1975 - 76	0.00	0.00	7.75	21.70	45.00	73.00	124.63*
1974 - 75	0.00	0.25	6.83	19.20	39.25	67.00	119.63*

* The most extreme amount was so inconsistent with other amounts reported that year and in other years, it was considered unreliable and the next most extreme amount was used.

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1979, 1979, 1980, and 1981.

FIGURE 5.20

EXPENDITURES PER PUPIL, 1974 - 75 TO 1980 - 81 FISCAL AND OTHER SUPPORT SERVICES



The median expenditure per pupil rose 96% from $19.20 in 1974 - 75 to $37.75 in 1980 - 81, but rose less than one percent from 1979 - 80 to 1980 - 81. The interquartile range increased 31% from 1974 - 75 to 1980 - 81. For the 1980 - 81 school year, 11 districts reported no expenditures for fiscal and other support services, one more than the two previous years.